

DOWNLAND VILLAGE SCHOOLS FEDERATION

INTERIM EXECUTIVE BOARD MEETING

**A meeting of the IEB held on 8th March, 2023 at 3.30.
This was a virtual meeting.**

Present: Mrs R Cumming (RC), Mr C Hawker CH), Mr P Little (PL), Mrs S Samson (SS) and Mrs N Waters (NW)(Chair).

In attendance: Mr D Bertwistle (DB)(Executive Headteacher, DVSF) and Mrs C Vigor (CV) (Clerk).

APOLOGIES

45. All current members of the IEB were present.

DECLARATIONS OF INTEREST

46. There were no declarations of interest from those present.

MINUTES OF PREVIOUS MEETINGS

47. **Resolved** – that members approve the minutes of the IEB meeting held on 24th February, 2023.

48. Two sets of minutes from meetings of the previous governing body remained to be approved. CH confirmed them as a true record.

49. **Resolved** – that, on the recommendation of CH, members approve the minutes of the DVSF governing board dated 8th & 16th February, 2023.

MATTERS ARISING

50. Items in the Action Log were reviewed and, where appropriate, marked as complete.

Minute	Action	By Whom	Reported completed
13	Amendments to IAS required	PB	8/3/23
14	Confirmation of arrangements for new GB	Clerk	Defer to next mtg
15	Circulate IOG	Clerk	8/3/23
17	Completion of Decs of interest & Register	All/Clerk	Partial completion
18	Members to provide pen portrait and photo for website	All/PB	8/3/23
21	Agree spending thresholds for Exec HT	NW	Partial completion (mins 151-154)
22	Add SEND & Safeguarding link governor info to website	PB	Partial completion
27	Confirm RSC email address Submit Representation letter to RSC	PW NW	8/3/23
28 & 29	Introductory letter/email to staff and parents	NW	8/3/23

30	Sense check with HTs of local diocesan schools	RC	8/3/23
31	Communication with local WSCC Member	NW	8/3/23
32	Communication with local MP	NW	8/3/23
33	Communication with ex foundation governors	RC	8/3/23
34	Reply regarding approach from previous governor	NW	8/3/23
36	Confirmation with JSPC that forwarding address removed	PB	8/3/23
38	Draft list of items for HT report & circulate for comment	NW	8/3/23
41 (& 57 8-6-23)	Review minutes of last 2 sets of minutes of previous GB for items requiring follow up or action of IEB	CH	
43 (& 8-6-23)	Inform chair of any prebooked meetings with external partners	PB/DB	

Amendment to GIAS (Previous minute 13/23)

51. DB undertook to arrange the addition of the names of PL and SS to GIAS for each school.

Action: DB

Completion of Register of Interests (previous minute 17/23)

52. The clerk reported that one return was outstanding, after which the register would be complete.

Link roles (previous minute 22/23)

53. The SEND and Safeguarding link governor details had been added to the Federation site but not to the site for each individual school. The executive headteacher would ensure this.

Action: DB

Sense check with headteachers of local diocesan schools (previous minute 30/23)

54. RC had spoken to two local headteachers who had been in receipt of the email circulated to locality schools. She reported what had been fed back to her and that they had both commented they were pleased that the Local Authority and the Diocese had taken matters in hand. One HT had spoken to other colleagues in the locality and had related the sense of their conversations to RC. All had also expressed concern for the wellbeing of the executive headteacher. The chair thanked RC for the feedback.

55. The chair reported that she had made contact with the headteacher of Camelsdale school to introduce herself and reassure her that the IEB wished to maintain a healthy relationship with the locality.

Ex-Foundation governors (previous minute 33/23)

56. RC had spoken to colleagues at the diocese and the two ex-officio governors for Rogate and Rake Schools would be appointed to continue with the new federation GB. A suggested name for nomination to represent Compton & Up Marden School had also been made. The person suggested was a long standing member of the Diocesan Board of Education and had connections to the Octagon Parish within which Compton & Up Marden School sat. The chair commented that the need for equal representation from across all 3 schools had been mentioned at the recent meeting with staff and therefore this would be an excellent appointment.

Outstanding minutes from meetings of former GB (previous minute 41/23)

57. CH would ensure a review of the minutes was made before the next meeting of the IEB.

Action: CH

Pre-booked meetings with external partners (previous minute 43/23)

58. The executive headteacher was asked to ensure that any meetings were notified to the chair to ensure relevant representation by the IEB where required. Compton & Up Marden's 2RI status attracted a high level of support from the local authority, with a number of meetings across the year. NW asked that the executive headteacher provide an update of what had been planned and for when at the next meeting.

Action: DB

59. PL explained that a review of the deficits of the 2 schools would need to take place early in the new financial year and would require IEB involvement. One of the LA School Resource Managers would attend to represent the LA. PL would attend as an IEB member to support the executive headteacher. CH offered to support with this.

CHAIR'S ACTIONS

60. The chair had undertaken a website compliance check of all three schools and a summary of findings for action had been shared with the deputy executive headteacher (PB). PB had been working on these but a number of actions appeared to remain outstanding. The chair said that if PB was unsure which actions were still to be completed he should liaise with her. DB undertook to chase this.

Action: DB

61. The chair reported that RC had brought to her attention that the Performance Management of the executive headteacher was significantly overdue. NW and SS would form the HTPM panel and lead the conversation with DB, with RC acting as the external adviser. The review would take place on 17th March, 2023.

Action: NW/SS

REPORT OF EXECUTIVE HEADTEACHER

62. All members had received the report. DB apologised for the length of the report and the large number of attachments; however he had wanted IEB members to be fully apprised of the situation in each of the three schools. The chair remarked

that she very much appreciated the amount of time and effort that had gone into providing the information requested in such a short time. As all had read the report the chair suggested that it was approached on a questions basis.

Context

Q. In terms of each of the schools, we have clarity regarding how staff are distributed across classes, but can you give a broad picture of the contractual arrangements for some of them. For example, does anyone have a temporary or fixed term contract?

63. DB replied that all staff had permanent contracts, with the exception of the following:

Compton & Up Marden	1 x Teaching Assistant	Temporary 1 year contract
	1 x Teaching Assistant	Resigned and leaving end of summer term
	1 x Teaching Assistant	Temporary 1-1 contract for individual pupil
Rogate	1 x Learning Support Assistant	Temporary 0.5 contract
Rake	1 x Teacher	Fulltime temporary contract. Renewal of contract for next academic year yet to be decided

64. Confidential Part II minute.

Q. Is the temporary 1-1 contract at Compton in relation to the pupil with a EHCP?

65. DB confirmed that this was the case.

Q. At Rake there is a child in year 6 with an EHCP. Are you expecting any staffing implications connected to their leaving the school at the end of the year?

66. DB replied that he was not planning any reduction in staffing at Rake as there were a significant % of pupils in years 4 & 5 with SEND and one was likely to be given a EHCP.

67. SS commented that for future conversations regarding budget it would be really helpful to have a clear idea of the scale and point on which each member of staff was paid.

Q. What is your feeling regarding the capacity of your SENDCo to work across the schools and can you clarify how many schools she is working in?

68. DB replied that the SENDCo was working 1 day per week at Compton & Up Marden and Rake schools and had a temporary contract to pick up the SEND work at Rogate. In addition, she was employed 1 day per week in another school. In terms

of whether or not the schools had enough time from her, at the moment they received good quality time and she was focused mainly on updating pupils' applications for EHCPs. This meant that the children who were having interventions put in place by the school staff were almost on the backburner. DB commented that he could make a case for a fulltime SENDCo working across all three schools.

69. SS remarked that DB appeared to be saying that the SENDCo provided good quality support and that the schools would not wish to lose her. However, as a set of 3 schools additional capacity would be valuable. DB agreed that this was the case but that she herself did not wish to work any more hours.

Q. Is her role in terms of the updating of EHCPs an admin role?

70. DB replied that this was certainly not the case. There had been very little in the way of applications for EHCPs over the last 2 years and therefore this had to be the SENDCo's priority.

71. Comment was made that almost every school across the country would probably say that they did not have enough SENDCo hours. DB replied that the difference was that very small schools tended to attract pupils with additional needs, as parents felt they would receive more individual attention in those.

Q. There is variability in terms of the percentage of SEN in each school. The SENDCo is allocated a day per week in each school, is there flexibility to allow her to go where the need is rather than sticking to one day per school per week?

72. DB replied that she worked flexibly across all four schools and gave an example of how this worked.

Q. How stable are pupil numbers across the year in the schools and what kind of movement in and out do you see? For example, in terms of the current numbers how different does that look to what it was in September?

73. DB replied that only Rogate had lost children and this was from the year 5/6 class, partly due to movement to independent schools prior to the secondary transfer round. In comparison to the previous term, numbers in Rake and Compton & Up Marden had increased. DB commented that the schools did not generally lose many children.

Q. In terms of numbers for September, with regard to the forecast for Rogate, the current NOR is 65 with 6 children in year 6. The first preferences for Rogate are showing as 9, yet the forecast NOR is 75. Is there an expectation that a number of 2nd preferences will be picked up by Rogate?

74. DB replied that he felt it was highly likely that parents with a second preference for Rake would ultimately choose Rogate as this had been the pattern over the last 2-3 years.

75. PL commented that this was slightly inconsistent with figures in the 3 year budget forecast, but this would be considered at a later date.

School Improvement Priorities

76. Members had received a plan for each school. NW expressed concern that the plans appeared a little dated and were very large, with a significant number of priorities. This made it difficult for the board to understand where the federation's attention and focus was for each of the three schools. In addition, there was very little recorded in terms of impact, which made it hard to know where each school felt it was in terms of the improvement journey. DB was asked to articulate the status of each school in terms of school improvement.

77. DB replied that after a recent meeting with members of the IEB he had reviewed the plans and agreed that they were generalised rather than specific in their content. He felt that the suggestion given of identifying 3 or 4 priorities made sense. He explained that part of the reason for the content of the original plans was to address the need for subject leaders to have ownership of the management of their subject. At the beginning of the academic year subject leaders from all schools had worked together to identify what they felt were their priorities for their subject. DB had felt this was an important piece of work that needed to be captured somewhere. However, he took the criticism that some items in the plan were things that were done almost on a daily basis and did not require immediate improvement, whereas others did.

78. NW asked that the board be given information on anything in the current plans that the schools had worked on since September because they were an identified priority. This would include any work that had been done, how impact had been measured and some evidence of improvement and progress. In addition, an indication as to whether they were considered to be significantly improved in terms of their starting point should be included. This would allow the board to understand what improvement had taken place since the plans had been put in place.

79. SS remarked that the plans included a mix of strategic improvements that were expected of the federation and developmental improvement plans that were more operational at a school level. She acknowledged that there was a dilemma in ensuring that staff felt part of the federation plan as well as of the work in their own school. Getting the right balance was a challenge and there was a need to look at specificity by school.

80. NW asked the executive headteacher to completely review all of the plans and check that they were fit for the purpose of a school improvement plan and a federation higher level plan. In addition, DB was tasked to advise the board of the current status of each plan and to indicate how he saw them developing from the summer term.

Action: DB

Quality of the Curriculum

Q. When talking of the need to ensure staff subject knowledge is strong enough to address misconceptions, can you give a sense of what a plan to achieve this might look like?

81. DB replied that this went back to subject leaders really knowing their subject. One of the LA visits had been a staff meeting led by Liz Walker regarding the difference between formative and summative assessment and how that could be

improved across all three schools. This was particularly needed at Compton & Up Marden but relevant across all three schools. The missing piece at Compton & Up Marden in particular was the children being able to articulate their learning within specific subjects. A number of non-negotiables had been put in place which should allow children to further know what they were learning and what the outcomes for that should be. This would help them to articulate what they were actually learning and how it fitted within the whole scheme of work for that particular subject.

(RC left the meeting at this point)

Q. Regarding the non-negotiables, how does the SLT monitor this when carrying out observations and monitoring visits, how do they ensure they are embedded in daily practice?

82. DB explained how this was monitored and how missing items were followed up with class teachers.

Q. With regard to the work of the SENDCo and the need for a clear strategic process, you make reference to creating a whole school provision map. What is the expected timeline to achieve this and what progress has been made at the moment?

83. DB replied that by the end of the spring term all EHCP applications and appeals should be complete, which would give the SENDCo more time to consider pupils with the next level of need. It was hoped that by the end of the summer term there would be time to construct a provision map across the whole federation.

Q. Reference is made to the need for governors to have a greater understanding of SEND. Once the IEB has handed over to the new governing body, how will this be ensured?

84. DB replied that he felt it was essential for one governor to have an understanding of SEND and also for another to have a financial background to really understand whether the support given by the school was value for money. He commented that the SEND governor from the last board had not met with the SENDCo but he considered that this was essential to not only ask searching questions but also to offer support for what was a difficult job across four schools.

85. For the next meeting NW asked the executive to headteacher to provide the IEB with some context around how the SEND notional funding was used. In addition, with regard to pupil premium funding, a greater understanding of how funding was actually used in terms of staffing, external providers and other uses. There was also a need to understand how the impact was monitored and what that looked like in the daily context of the school. DB would provide a report for the next meeting.

Action: DB

Q. You talked earlier about the development of subject leadership and staff being confident in their subject areas. What is the vision for subject leadership across the federation? Is it ultimately one subject leader across all 3 schools or one in each working together?

86. DB explained that the staff had begun to look at one person managing a subject across all three schools and this had happened already in science. He was concerned however that this would not be practical for Maths and English. He hoped to see this approach embedded for foundation subjects, such as music, but for core subjects he felt that one leader was needed in each school. In addition, as the federation was still fairly new, some staff still felt aligned to one school.

87. The report indicated that some support visits had been used, with three further visits available. NW asked DB to give careful consideration to how these might be used.

88. NW asked for clarification regarding the section headed 'Pupil Progress' and asked if this was actually referring to attainment. DB confirmed that it was attainment information taken from assessment documents previously referred to but progress figures could easily be provided. He had felt that for the first meeting it was more useful for the IEB to be clear where children were currently at and what their projections were.

89. NW accepted this and commented that providing progress information was particularly difficult given the lack of external data available to measure against, although internal data would have been compiled and could be used. She stated that wherever possible she preferred to look at progress and attainment alongside each other to gain the full picture, as looked at in isolation either could look weak. The information given did not show how well the schools were doing in moving pupils forward from their starting points. DB was asked to provide this for the next meeting.

Action: DB

90. DB was thanked for the level of detail in the data that had been given.

Q. In terms of the data we have, where it suggests attainment is weaker for a particular cohort, for example in year 6 maths at Compton & Up Marden, how do you adapt your teaching and interventions when there is an area of concern for a particular group?

91. DB replied that the starting point would be a discussion at a pupil progress meeting with the class teacher and the class teaching assistant, to consider which children were not expected to have met national levels by the end of the year and why this was the case. He gave some examples of why this might be and what might be considered to assist the teacher in helping that pupil, such as observation of colleagues or additional training. With regard to maths specifically, two members of staff were receiving training on Maths Mastery through the Sussex Maths Hub. With regard to year 6 specifically, the cohort may have missed out on certain areas due to lockdown and if that was the case then thought would be given to how they could be supported to make as much progress as possible in the summer term.

92. NW summarised this as the school identifying the reason for weaker attainment and taking steps to remedy it. DB agreed and added that this would also include deciding which staff would be involved with those steps which may include the SENDCo.

Q. Was the data for year 6 maths unexpected?

93. DB replied that that was what the conversation at the pupil progress meeting would be about. There may be a number of reasons why a particular pupil did not attain as expected and gave examples. He believed that a strength of all three schools was that staff really knew the children and were able to identify the reasons for weaker data. However, he acknowledged that when it pertained to a whole cohort then things needed to be considered at a deeper level.

94. SS commented that the way the data was presented was very clear, using red, amber and green, but it did show clearly where the problems were which was very helpful. However, the IEB needed to know what the school was doing about the needs of specific year groups and what the issues were. It would be helpful to be provided with information on target groups and what action was being taken, particularly where it was a cohort issue. DB replied that he and the deputy had these conversations with all staff on a regular basis. DB was asked to provide further information at the next meeting.

Action: DB

95. The chair commented that as the IEB was meeting on a frequent basis this meant that the questions asked of the executive headteacher could become the focus of the meeting each time.

Behaviour & Attitudes

96. The report indicated that absence at Compton & Up Marden had been higher due to post Covid holidays in term time.

Q. As a leadership team what are you doing to support attendance and to set expectations around absence to show this is not something that is acceptable?

97. DB replied the expectation was that all children would attend school on each day it was open, however parents were still asking for term time holiday absence and whilst he was sympathetic, he was always clear that this would be unauthorised. A more pressing issue had been lateness at Compton & Up Marden, with children arriving after the gate had closed. He outlined the arrangements made for this and that children arriving late had to be accompanied into the school by a parent. There was very little persistent absence however and support was given to families to help them to arrive on time.

Q. A pupil at Rogate who had been suspended for a fixed term of 2 days, returned on a reduced timetable. What is the long term plan for that pupil?

98. DB explained that as the pupil was currently in year 6 this was likely to continue until the end of the summer term. The school would ensure that a very tight transition programme was put in place for the pupil concerned.

Personal Development

99. There were no questions regarding this section of the report.

Leadership & Management

100. DB was asked to clarify whether the roles described as School Business Managers (SBM) were actually graded as such or as bursars?

101. DB replied that they were graded as SBM. NW asked both DB and PL if this reflected the job role they undertook, due to the difference between the job description of the two roles. DB was clear that he felt it did.

102. PL commented that if the federation was starting from scratch it would not necessarily put in the structure and grades currently in place, however after a period of uncertainty the current structure provided stability.

Q. With regard to staffing changes and recruitment, did the previous GB agree them?

103. Both DB and CH confirmed that this was the case.

104. The chair asked if the leadership structure as laid out in the report was the permanent governing body approved structure or a temporary arrangement and did their contracts and pay grades reflect the roles and responsibilities of those posts?

105. DB replied that the vacant post for a second deputy executive headteacher had been put on hold for a number of reasons. In his opinion it would not be a sustainable model to have three senior leaders. There was a need to recognise the extra work of the senior teachers in each school and they were currently being paid additionally for this and there was a proposal that this continue for the summer term. DB was of the view that decisions needed to be made regarding the whole management structure. An item regarding a review of the leadership structure and plans for September 2023 would be placed on the next agenda.

Action: Clerk

106. NW asked for clarification as to whether PB was no longer head of school at Rake but now had a contract as deputy executive headteacher.

107. DB replied that the contract may not have been changed but this would need clarification. SS commented that the staffing proposal document that the IEB was being asked to consider indicated that this was not the substantive leadership structure of the school but was a temporary arrangement with temporary upgrades. There was a need to be clear about substantive roles and then a need to look at what the leadership structure should be in the longer term. Some staff were being ascribed titles that were not their substantive contractual ones within the temporary structure.

108. DB commented that in addition it should be remembered that if the RSC made a decision that Compton & Up Marden must academise then the whole structure would change.

109. NW had asked DB to cover the response to the complaint in the whistleblowing report regarding relationships between the senior leadership team and staff and he had indicated that staff were a lot happier now.

Q. How do you know staff are happier and what have you done to gather than information?

110. DB replied that each school had a wellbeing lead which he liaised with. The leads are updated by staff who had indicated that they were a lot happier now, particularly that roles were now more defined. The main issue still was that Rake and Compton only received half time support from senior leaders, whereas Rogate had this on a full-time basis. The executive headteacher and deputy had addressed this and it was intended that this would be more balanced from the start of the summer term. This would be possible due to senior leaders stepping up within the temporary structure. DB reported that even the most reluctant members of staff were approaching him to speak about aspects of their job and although most of the evidence for a happier staff was anecdotal, things appeared to be a lot more positive. The really high turnout to the meeting that members of the IEB had held with staff was also evidence, as were the really positive comments that had been made afterwards.

Q. Do you ask staff to complete a survey annually?

111. DB replied that this had happened in the past but that it had come from the governing body. NW commented that this might be something that the IEB would wish to do to measure responses from staff. She undertook to organise this as part of a small working party with one other member of the IEB to analyse responses.

Action: NW

Q. With regard to safeguarding, the report indicates that there are 5 DSLs in the schools, how do you as DSLs work together, in particular regarding record keeping, given there is so much movement between the 3 sites?

112. DB explained that there was a very robust system in place. The last 2 members of staff to be trained were senior teachers who on return from training had made improvements to the record keeping. At the beginning of each year all staff are reminded of procedures, partly through KCSIE but mainly by going through the systems and procedures that the three schools have in place. The plan moving forward was to have a meeting of all 5 DSLs, to ensure that everyone was following the procedures in the same way. DB was of the view that regular meetings would be valuable in ensuring, not only that concerns were being addressed but that everyone was following the same robust procedures.

113. NW replied that this was essential and that it was recommended practice that DSLs met together regularly, at least every 2 or 3 weeks, at a minuted meeting to record how safeguarding was being approached, what actions had been taken and what follow up was in place. This would be particularly important in the federation's context where the executive headteacher was responsible for 3 schools and a number of people were responsible for safeguarding.

114. Asked if he was the DSL and the others were deputy DSLs, DB replied that because he had been working cross all three schools, he was the deputy and the senior teachers were the DSL for their school. There was not a DSL for the federation but one for each school. CH was asked to undertake a safeguarding monitoring visit to explore this in more detail.

Action: CH

Q. The report mentions that the majority of parents attend consultation evenings, do children regularly attend?

115. DB replied that they did where parents wished them to, although there was no expectation that children attended. All three schools carried out regular pupil conferencing, mainly around safeguarding and through subject leaders. Main pupil feedback was captured by class teachers prior to parent consultation evenings to gain views of how they thought they were progressing but there was no formal way of recording that at the moment.

Q. You make reference to the business manager's use of the energy funding. What is planned and what is the anticipated impact?

116. DB replied that this was connected to the question as to whether the role was bursar or school business manager. The newly appointed SBM had brought Rogate and Compton & Up Marden up to scratch regarding particular health & safety items, as well as bringing in an electrician to review the lighting system which consisted mostly of out-of-date strip lighting. These needed to be replaced by LED lights and this would be done using the additional energy funding. He commented that this was only a small part of the improvements she was making. Across all 3 schools there would be a significant carry forward against electricity and oil expenditure, indicating that the new SBM was having a significant impact.

FINANCIAL MATTERS

3 Year Budgets

117. DB confirmed that the information circulated was what had been submitted to the local authority and had not been updated to reflect the recently received 2023/24 budget figures.

Rake

118. A large saving was showing for SLT costs which reflected the change to the head of school structure. DB confirmed that this was due to there being only 2 members of SLT across the federation and a third of each salary was apportioned to each school. In previous years each school would have budgeted for a third of three salaries.

119. Leaving aside staffing and some areas where certain changes are known, PL noted that a 9.87% inflation figure has been applied across the board, which added 10% to each line. This had also been added for future years.

Q. What conversations have you had with the SBM regarding which budget areas can be fixed and which inflated?

120. DB replied that due to the significant carry forward at the end of 2022/23, the SBM had been generous with increases for certain areas. He gave an example from the administrative costs which increased considerably over the three years. He explained that it was unlikely that they would rise as shown and that once actual budget figures were known the forecast figures could be revisited. He commented that the SBM had obviously applied a 9.87% across the board with a 9% increase the

following year. He expressed the view that this was more about what she would like to do rather than actual figures.

121. PL questioned that as Rake had such a surplus, should the IEB consider the need to apply a more even distribution of costs across all 3 schools, for example with the cost of SENDCo, although he recognised that the SENDCo spent a greater time working in one of the other schools.

122. DB explained that the large carry forward was due to the loss of a significant number of staff at Rake, but that it would be used for expenditure that was urgently needed, such as the refurbishment of certain areas and the provision of purpose built furniture for the early years to replace the adhoc items currently in use. He commented that whilst it was good to have such a large carry forward, he would urge the IEB to be cautious with its use.

123. PL reminded the IEB of the need to be mindful across all 3 schools of the unknown factor of staffing costs going forward which needed to be taken account of when setting the budgets. The IEB might like to request SBMs to provide more informed modelling for that purpose. DB confirmed that the working assumptions were based on staff in post now, alongside the structure in the pay proposal to be considered.

124. NW was concerned that the £16,900 additional grant that had been given for 2023 appeared to be linked to the following year's figures and asked for an explanation.

125. PL confirmed that this was the maintained schools additional grant and it appeared to have been taken out of the 2023 budget and put it into the 2024 figures. However, this was a permanent increase in funding and therefore needed to be showing across the board. There were a number of issues that needed explanation which he and DB would investigate.

Action: PL/DB

126. NW asked that for the next meeting a first pass understanding of the end of year position be provided.

Action: DB

Q. There are currently 3 pupils in year 6 who attract pupil premium funding. What assumptions have been made for numbers going forward as this is a high proportion of the current PP budget?

127. DB replied that, based on historical precedent, he would expect 3 or possibly more PP pupils to be part of the next early years intake. All parents would be reminded that if their child was eligible they should apply and this was done on a regular basis.

128. As two of the schools had agreed licensed deficits, SS asked for clarification around the criteria for these. In addition, she asked for confirmation that DVSF was a hard federation and whether or not budgets could be pooled.

129. It was confirmed that a hard federation was in place. Regarding the pooling of budgets, PL explained that the strong recommendation of the DfE, which had been

confirmed by the RSC and the ESFA, was that budgets should not be pooled where a licensed deficit was in place. In terms of the criteria for a licensed deficit, PL felt this was a separate conversation perhaps to be had outside of the meeting. SS asked if schools had to manage their own deficit and this was confirmed. PL outlined the approach that had been taken so far and explained that the future sustainability of the federation was what had driven all conversations. It was confirmed that pooling of budgets was not out the question but that it was not appropriate at the moment.

130. PL commented that Rake had a large amount of capital building, which would need to be spent within the DFCG time limits. The IEB would need to consider the best strategic use of the funding. DB confirmed that he and the SBMs had had conversations regarding this and projects were earmarked.

Rogate

131. NW asked for clarification regarding the lack of SLT budget for Rogate. DB explained that the SBMs were working to ensure that cost centres matched across all 3 schools and therefore the SLT budget for Rogate had been added to 'Teachers'. This would also be done for Rake.

132. CPD, staff development and school improvement were all showing at zero and NW questioned how sustainable this was when driving school improvement. In addition, she expressed concern that the pupil numbers were over optimistic and asked how realistic the figures used were, as they would affect the future sustainability of the school. DB replied that historically the school had picked up a number of 2nd preference pupils and explained why. The school was forecasting 15 new entrants for September 2023, 9 first preferences and a possible 6 second preferences. PL commented that although the numbers had not changed hugely over time, the current year 5 was very small and therefore even if 15 started in September the overall NOR would not change hugely. If the pattern of 15 entrants was to be repeated for the following year then the forecast numbers might be more realistic.

133. NW reminded the IEB that numbers would be known shortly but there was a need to be realistic about the possible figures. In conversations with DB he had said that Rogate often sees movement away from the school in years 5/6 and if this is an historical pattern the IEB needed to be mindful of it. PL agreed as part of the role of the IEB was to ensure that the deficit at Rogate did not increase.

Q. The IT budget makes reference to the Hewlett Packard costs being met by the Friends. What is the longevity of that commitment?

134. DB explained that the school needed a new server and laptops and had been encouraged to lease them, however the renewal had just been received and although the school could afford to continue with the laptops it could not afford the cost of the server. The Friends had agreed to fund the cost and it was hoped that the school would shortly move to a cloud base server and would therefore lose the need to fund the cost of the leased server.

135. DB informed the meeting that the carry forward for Rogate would be £17,938 which he was very pleased would address a large chunk of the licensed deficit. PL expressed the view that a budget monitor should be provided for the next meeting

and would meet with DB and the SBMs prior to the meeting for a monitoring visit. A summary of key themes could then be provided

Action: PL

Compton & Up Marden

Q. Is the annual donation of £10,000 a regular level of donation?

136. DB replied that Compton & Up Marden received this donation annually from the local parish.

137. PL was concerned that the PE and Sports Grant was being used to fund the cost of a Midday Meals Supervisor and was unclear how this was possible. He would explore this with the SBM during his visit to ensure that the IEB did not fall foul of any regulation.

Action: PL

138. NW noted that a general theme regarding the use of pupil premium across all 3 schools was that the SENDCo was primarily funded from PP grant, but not all PP children have SEN. Clarification was needed that if all of the PP grant was being used for this, how is PP funding reaching non SEN pupils. DB was asked to provide clarification at the next meeting.

Action: DB

139. DB informed the board that the underspend at Compton & Up Marden would be £13,200 which would be set against the deficit. At Rake the carry forward would be £68,415. PL reminded the meeting that this was in part due to the in-year impact of one head of school not being in post. The IEB would need to be mindful of what the figure would look like if costs were added back in.

140. The carry forward at Rake exceeded the permitted 8% and therefore monies had been allocated against projects.

Staffing Considerations

141. The chair proposed that this item be taken forward to the next meeting as there were a number of issues still to be clarified. The IEB needed to bear in mind that Rogate and Compton do not have a funding formula which matches a 4 class structure and therefore this would require significant discussion. NW acknowledged DB's concerns regarding parent view, but asserted that by the next meeting, when the IEB has a full picture of the staffing structure and costs, a realistic conversation was required.

Action: Clerk

Pay Proposals 142- 151 Confidential Part II minutes

152. Actions for the next meeting were agreed:

- Review and approve the pay policy
- Review the staffing proposal

Action: Clerk

Agreed Spending Limits for Executive Headteacher

153. NW had been unable to find a Scheme of Delegation in the Trust Governor but DB had indicated that the current spending limit stood at £10,000. NW asked that the Scheme of Delegation be shared with the IEB. DB had been unable to locate a copy. CH was also unable provide one but would search for this. It was confirmed that the Scheme of Delegation should be reviewed on an annual basis.

154. Regarding the SFVS, NW had expected that the IEB would need to complete this but understood that the previous governing body had dealt with this. She asked for confirmation. CH confirmed that the SFVS had been completed and signed by him as chair of governors and DB confirmed that it had been submitted to the LA.

155. CH would explore issue of the Scheme of Delegation and inform the chair of the outcome.

Action: CH

156. After discussion it was agreed that the current one would remain in place until the IEB agreed a different one.

157. SS reminded the meeting that DB had mentioned that here were other policies that needed to be signed off. There was a need to ensure that all statutory policies were in place and were reviewed as required.

158. In view of the time, NW proposed and it was agreed that the following agenda items be deferred to the next meeting:

- Stakeholder Communication
- Instrument of Government

Action: Clerk

POLICIES

159. Regarding policies, DB confirmed that a list of policies was recorded on the Trust Governor. Those highlighted in red had been reviewed by the DB and PB and were ready for approval. DB would send a list to the clerk for distribution to the IEB. NW asked for clarification of the use of the list. CH indicated that an additional document may also exist that had been compiled by the clerk of the previous governing body. DB would arrange for NW and the clerk to have admin rights to Trust Governor to ensure that it was updated as required.

Action: DB

160. NW expressed concern at the apparent large amount of items that had not been dealt with by the previous GB and the time that the IEB would need to cover these.

OUTSTANDING ISSUES ARISING FROM THE WHISTLEBLOWING COMPLAINT

161. The chair reminded the meeting that one of the remits of the IEB was to follow up on any outstanding issues arising from the whistleblowing complaint that had not been addressed by the previous governing body. There were 5 outstanding issues.

162 – 167. Confidential Part II minutes

DATE OF NEXT MEETING

168. Members were reminded that the next meeting would take place on Monday 27th March. The time of the meeting was amended to 4.00pm. This would be a virtual meeting.

DATES OF FUTURE MEETINGS

169. It was agreed that a meeting would take place on Monday 24th April at 3.30pm.

170. The chair thanked those present for their robust questioning and attention to the various information provided.

171. There being no further business the meeting closed at 18.17pm.

CHAIR.....DATE.....

ACTION LOGS

24th February 2023			
Minute	Action	By Whom	Reported completed
14	Confirmation of arrangements for new GB	Clerk	
17	Completion of Decs of interest & Register	All/Clerk	Partial completion
21	Agree spending thresholds for Exec HT	NW	
22	Add SEND & Safeguarding link governor info to website	PB	Partial completion
41	Review minutes of last 2 sets of minutes of previous GB for items requiring follow up or action of IEB	CH	
43	Inform chair of any prebooked meetings with external partners	PB	

8th March 2023			
Minute	Action	By Whom	Reported completed
51	Addition of names to GIAS	DB	
60	Outstanding actions from website compliance checks	DB	
61	HTPM	NW/SS	
80	Complete review of school improvement plans	DB	

85	Report on use of notional SEND funding, use of PP funding in terms of staffing & how this is monitored	DB	
89	Provision of progress data	DB	
94	Report on specific issues of target groups and action being taken	DB	
105	Item for next agenda 'Leadership Structure and plans for Sept 23'	Clerk	
111	Staff survey	NW	
114	Safeguarding monitoring visit	CH	
125	Explanation of budgetary issues (Rake)	PL/DB	
126	Provisional end of year figures	DB	
135	Provision of budget monitors	PL/SBMs	
137	Use of PE & Sports Grant	PL	
138	Clarification of use of PP funding for non SEN pupils	DB	
141	Item for next agenda 'Staffing considerations – Compton'	Clerk	
152	Items for next agenda 'Review of Pay Policy & staffing proposal'	Clerk	
155	Locate Scheme of delegation	CH	
158	Deferred items for next agenda	Clerk	
159	Policy list & Trust Governor Access	DB	