

PART 1 OF THE FULL GOVERNING BODY MEETING	
Agenda <input type="checkbox"/>	
Minutes <input checked="" type="checkbox"/>	
Date	29 th March 2021, 5pm
Venue	Teams Meeting

Please read papers in advance of the meeting ready to discuss and ask questions

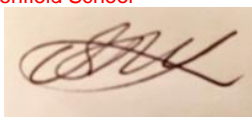
AGENDA ITEM 921	Welcome and Apologies for absence		
Notes	GOVERNOR	REASON	ACCEPTABLE
	Suzanne Millership-Liddle	Sickness	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
	Kimberley Hamblett	Work commitments	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>

GOVERNOR	ROLE	IN ATTENDANCE
Suzanne Millership-Liddle	Chair	<input type="checkbox"/>
Trish Turner	Head Teacher	<input checked="" type="checkbox"/>
Leigh Thomas	Staff Governor	<input checked="" type="checkbox"/>
Margaret Griffiths	LA Governor	<input checked="" type="checkbox"/>
Howard Griffiths	Co-opted Governor	<input checked="" type="checkbox"/>
Glyn Stenson	Co-opted Governor	<input checked="" type="checkbox"/>
Kimberley Hamblett	Parent Governor	<input type="checkbox"/>
Pamela Holder	Parent Governor	<input checked="" type="checkbox"/>
Kimberley Maycock	Clerk	<input checked="" type="checkbox"/>

AGENDA ITEM 922	Declarations of AOB
Notes	None received

AGENDA ITEM 923	Middle Leaders OFSTED preparation QA
Notes:	<p>As part of the school improvement plan and the Head Teachers PM this year, Governors have been assigned a role to support with the development of the Middle Leaders. In specific challenging their ability to articulate the rationale for the areas of the school/subjects they lead.</p> <p>Due to Covid restrictions- the Middle Leaders (this consists of Pathway Leads and UPS Teachers) are not able to present to you face to face. They have prepared videos explaining what happens in their subject areas. The videos are no more than 5mins each. Please watch these videos prior to the Governors meeting.</p>

Minutes of the FGB meeting 29th March 2021
Of Brackenfield School



Signed... Date.....28th June 2021.....

[Middle leader Ofsted preparation QA](#)

The Middle Leaders will be joining the meeting for the agenda items to enable you to challenge them

Lindsay Hitchcock, Teacher - Intensive Interaction
Eleanor Hodgkin, Pathway Lead – EYFS and Life Skills
Christina Wright, Teacher – Key Stage 4 Curriculum and Qualifications

We have prepared some questions to help you challenge the middle leaders, *please use these questions as these are what they will be most likely challenged during an inspection.* We hope to keep the meeting manageable so probably only 2 questions per leader. We will then extend on this during governor visits in the future.

Exemplar questions:

- How have you made sure that pupils receive a ‘broad and balanced’ curriculum?
- How successful is the curriculum in your subject/phase/class/area of responsibility? How do you know?
- Tell me the areas of your curriculum you’re most pleased with. Which areas are you disappointed with or think need improvement?
- What do you want pupils to know, understand and be able to do by the time they leave the school? Why did you decide that these are important?
- How is your curriculum coverage progressive throughout the school?
- Why have you chosen the method(s) of delivery? Why are these most suitable for the children at Brackenfield? What is the impact?
- How do teachers use assessment to adapt their teaching?
- Do you follow any published schemes of work? If so, why?
- What do staff think of your subject?
- How do you make sure that teachers have sufficient subject knowledge?
- How do you communicate what happens in your area of the curriculum to parents? What is parents feedback?

Discussion:

All Video’s should have been reviewed prior to the meeting therefore the governing body are invited to ask questions.

Lindsay Hitchcock – Intensive Interaction

HG – Thank you for the video it was very good and provided an informative insight.

Challenge

GS – Do you follow any published schemes of work?

LH – You don’t choose an outcome to work for the day, we do intensive interaction and access the outcome and build on this. We embed this into the curriculum and weave this into the curriculum

Challenge

GS - Are there assessment guidelines?

LH – We use a monthly sheet where we report back on how the sessions has gone for that day. We use our PLI’s to assess the targets.

GS – I realise this is almost an open book in terms of the assessment.

Challenge

PH – Really good video with the contact and non-contact, when you see the difference it gives you a great insight. What do the other staff think about your subject?

LH – In communicate classes staff are really taking this on board and staff are asking more questions to improve their skills and knowledge. In the older classes this is different because the students are verbal. It's better to speak to the students without creating demand questions so you would say "I might go to the farm" instead of "wow you went the farm what fun."

PH – you do a very good job.

Challenge

TT – Because it's a process driven teaching method. How do you measure the impact across the school?

LH – with the Quality Assurance of the PLI's, this is the best way to illustrate the progress that has been made. I have asked the classes to film their Intensive Action and share with me to see how this has been presented across the school. I find this works best as an unfamiliar staff presence can change how a sessions works.

Eleanor Hodgkin, Pathway Lead – EYFS and Life Skills

Challenge

GS – When Ofsted arrive, they won't have seen the video's. is there a particular life skill where there is a common threat across school?

Eleanor Hodgkin – This is from the minute the pupils walk in and is throughout the day. We haven't had the availability to go outside and work in the community due to COVID restrictions, but this is something we hope to work towards in the future again.

Challenge

GS – Come September would there be the opportunity to address these issues?

Eleanor Hodgkin – Yes, I am working with the soil company to try and get items into school to help the pupils grow their own fruit and veg and hold a Farmers market in school. I have had a meeting with Alfreton Park school, and they hope to arrange some stay and play sessions with our pupils.

Challenge

Jessica Lacey – Can you talk the governors through the EYFS developments?

Eleanor Hodgkin - Early years goals are being adapted along with Preparation for adulthood, as a result we are updating the Assessment grids to support the adaptations. We are keeping the age brackets as they are and support this.

LT – I teach this in Decode and you are in the Communicate, can you let the governors know how this changes throughout the school.

Eleanor Hodgkin – We teach the children how to transition through the school and pathways, there is travel training where staff to support pupils to walk to the shop, learning the route and they will slowly let the student guide them to the shop to support independent living.

Christina Wright, Teacher – Key Stage 4 Curriculum and Qualifications

Challenge

	<p>GS – Are you aware of any new qualifications over the next few months? Christina Wright – Open awards are developing a new ITC qualification, this is to help build adult skills and knowledge of the devices, rather than Excel and sending documents. Teaching these together will help improve skills. There is Personal Progression which shows progress across all areas. There has been a new Process to support SEND children, once these are finalised, we will have discussions with Decode staff and SLT to see if they are suitable for our cohort.</p> <p>Challenge TT – How do you chose what qualification and level the students apply for? Christina Wright – These are tailored to the individual; we look at the B Levels and tracking documents from Year 9 which show where they should reach at the end of Year 11. If we are unsure, we will enter students at 2 levels and adjust the credits they work towards to ensure they get a qualification.</p> <p>Challenge PH – How do you make sure the teachers have sufficient subject knowledge. Christina Wright - All teachers work across the school, there are staff who have certain areas they are strongest in.</p> <p>GS – I would like to formally thank all teachers involved on behalf of the governing body for their time and explanation in their subject area.</p>
--	---

AGENDA ITEM 924	Part 1 Minutes from Full Governors meeting 11th January 2021
Notes:	Part 1 Minutes from Full Governors meeting 11th January 2021
Discussion:	Part 1 minutes from 11 th January 2021 signed as a true and accurate reflection.

AGENDA ITEM 925	Governing Body - Instrument of Government
Notes:	<p>Following on from the resignation of Tara, Mark and Rachel the Brackenfield Governing body has 2 co-opted governor vacancies. The clerk to Governors has contacted Governor Support and they have advised that the Instrument of Government currently has more posts than the minimum requirement. The Governing Body could, if they wish, remove one or two of the co-opted governor positions rather than seek to fill the vacancies.</p> <p>Does the Governing Body feel they require an additional 2 co-opted Governors and like to advertise or adjust the Instrument of Governors to reflect our current numbers?</p>
Discussion:	<p>Challenge GS – I feel that we are little light in some areas on the Governing body. What is your thoughts on this?</p> <p>TT – I have discussed this with Suzanne as the chair of Governors, we moved from a committee structure to full governors due to governors sitting on different panels. Do the Governors want to move back to a Committee structure due to the amount of information heard during governors' meetings? To do this we would need to advertise for the additional governors.</p>

	<p>GS – We would need a number a governors to move back to the Committee structure, would there be enough interest out there for people to want to join. There needs to be a wider skill set. I would suggest that we advertise for additional Governors and see what interest we get and the Governors to approve the next governor.</p> <p>PH – I agree with GS, the additional skills and knowledge would be supportive of the school.</p> <p>HG – We need to do a bit of succession planning; it is a good opportunity for people to see how a school runs and gain the experience. We require a gender balanced and range of ages. The more we have the more fertile the discussions will be. Sell it as an experience, and something good to add to your CV. I spoke to the Vicar at College Street and she was warmed to the idea prior to COVID.</p> <p>LT – I also agree that we need to advertise.</p> <p>KM and LT to write an advert for additional governors in improve the skill set.</p>
--	--

AGENDA ITEM 926	Governor Training and Governing Board Newsletter
Notes	<p>Please click HERE to view Governing board training and development virtual programme - Spring term 2021. Please email Kim if you would like a place booking.</p> <p>Please click HERE to view the Governing Board Newsletter - December 2020</p>
Discussion:	<p>Standard agenda item for Governors to see what training is available, requests to be sent to the clerk for bookings to be made.</p> <p>KM to rebook MG and HG onto Safeguarding training.</p>

AGENDA ITEM 927	Current Vacancies
Notes:	<p>Learning Support Assistant increased to 37 hours- Grade 5 To provide floating cover across the school to support interventions delivered by STLAs. STLAs will be covered for block periods by the LSA to reduce disruption. The LSA will then have additional time after school to support in the classrooms for MM, classroom set up and parental contact if needed.</p> <p>Family support worker 0.4 - Grade 8 Increase in pupil numbers and in the number of families requiring support. Substantive. Appointed- funding from pupil specific funding from Derbyshire LA, new starter Jan 1st due to additional family support needs for the family meaning that family support exceeded capacity in school.</p> <p>STLA - Grade 8</p>

Increase in pupil numbers and moving to a 13 class model.
Appointed
Sent to Governors via Microsoft Forms 3rd March 2021

Internal Pathway Lead:
 Maternity cover April 2020 to Dec 2021.
Advertised to back fill CL who has been appointed as MAT cover for JL

Personal care assistant 31.33 hours - Grade 5
 Have been giving funding for pupil AK to have own PCA due to his high intimate and personal care needs. Fixed term till AK leaves school.
Appointed- discussed at governors 11/01/21 Derby City have released additional pupil specific funding to meet the medical needs of a specific pupil.

Learning Support Assistant - Grade 5
 Increase in pupil numbers has meant we are increasing to 4 pathways. This LSA will be attached to the 4th pathway. Fixed term position till March 2022 whilst still trialling this model rather than sickness insurance.
At advert
Sent to Governors via Microsoft Forms 3rd March 2021

School Business Manager 37 hours, 42 weeks a year - Grade 10
 To replace business manager who left post in January 2021.
 Increase in hours to 37 discussed with SML by JL after unsuccessful appointment at 30 hour advert
At advert. Previously advertised and unable to successfully recruit. TT to give narrative to Governors

Job Role 0.6 STLA – Rationale:

- An STLA has requested to move to 0.8
- Two STLAs are both interested in the Teacher Apprenticeship program. Both have the pre-requisites, qualifications and necessary skills and qualifications and are valued members of staff. We wish to invest in these staff members and support their professional development towards achieving QTS. The course is through Bradford College and requires them to be on 0.8 of a STLA role so they can have a day to complete their university work. They would still require payment of full time. This is a total cost to the school of £8396
- The budget for 21/22 has been set on 113 pupils – the staffing structure we currently have will support approx. 120 pupils (depending on need). Therefore any additional pupils placed will mean that this is income that can be used to support additional staffing or other areas of the school. We now have an additional 2 pupils placed since the budget was set totalling an additional income of £32100.22 – therefore the additional cost of £8936 is easily affordable. Supporting STLAs into a teaching role through this role also bring considerable other benefits in terms of retaining good staff; being able to influence their training and development the financial benefits. An NQT is £21976 cheaper than an UPS 3 Teacher; and although a UPS 3 Teacher brings considerable experience we are confident that the mentoring they will get from this will offset this.
- The two interested STLAs will confirm in writing that they would be liable for the cost of the expenditure by school if they did not achieve QTS and also a repayment scheme if they leave the school (more information below)

They will have to complete an interview process and be successful at this – **at this time we are seeking governor approval for this** and then will initiate an interview and application process. The intention is that would start the course in June 2021 with the aim to complete by end of May 2022 ready to move to the 15 class model as NQTs which supports the expansion of the school.

Please note that the members of staff being supported to train will be liable for the costs incurred by the school (£4198 & placement costs) if they:

- Withdraw from the course without good reason.
- Fail and do not re-sit within a reasonable time, unless there are exceptional circumstances.
- Contribute to course failure by not attending college or not submitting required coursework or assignments, unless there are exceptional circumstances.

The school have granted financial assistance on the basis that employment continues at Brackenfield for 3 years after gaining QTS. If you leave Brackenfield SEND School before that time you will be required to repay a proportionate amount. Repayment will be in proportion, from the date of course completion to the leaving date:

Over three years	Nil
30 months	6 / 36ths
24 months	12 / 36ths
18 months	18 / 36ths
12 months	24 / 36ths
6 months	30 / 36ths



Discussion:	<p>Learning Support Assistant increased to 37 hours- Grade 5 No Challenges raised; all governors agreed to the Learning Support Assistant increase to 37 hours on Grade 5.</p> <p>Family support worker 0.4 - Grade 8 No Challenges raised; all governors agreed to the Family Support worker vacancy, 0.4 Grade 8.</p> <p>STLA - Grade 8 No Challenges raised; all governors agreed to the Grade 8 STLA vacancy</p> <p>Internal Pathway Lead: No Challenges raised; all governors agreed to the Internal Pathway vacancy</p> <p>Personal care assistant 31.33 hours - Grade 5 No Challenges raised; all governors agreed to the 31.33-hour, Grade 5 Personal Care Assistant vacancy</p> <p>Learning Support Assistant - Grade 5 No Challenges raised; all governors agreed to the Grade 5 Learning Support Assistant vacancy.</p> <p>School Business Manager 37 hours, 42 weeks a year - Grade 10 TT - The person appointed didn't start in post, they were offered another post SBM job on a higher grade. As we are a special school, the jobs are graded, and the grading is significantly lower than in other schools. We have updated the JD to reflect the additional hours and weeks per year to appeal to more people. No Challenges raised; all governors agreed to Grade 10, 37hour, 42 week per year SBM vacancy.</p>
--------------------	--

	<p>TT – I have also shared with governors the 3-year plan which isn't to be agreed at this stage, but I wanted governors to be aware, this will be brought to governors when setting the SIP-SEF for 2021-2022. One element of the 3-year plan which I would like governors to consider now is the change in job title for the Interventions manger to Preparation for Adulthood (PfA) coach to support the works being completed around the Post 16 Provision which has been presented in the Headteacher report.</p> <p>No Challenges raised; all governors agreed for the Interventions manager job title be changed to PFA Coach.</p>
--	---

AGENDA ITEM 928	School gifts and Hospitality
Notes:	Please click here for the School's gifts and hospitality register to be reviewed annually by the Governing.
Discussion:	No Challenges raised, all governors Approved the School's gifts and hospitality register for 2021-2021 .

AGENDA ITEM 929	Headteachers report and Policies																																				
Notes:	<p style="background-color: yellow;">Head Teacher to present the 3-year plan for governors to consider.</p> <p>Please click here for the Headteacher report. Please could you send Kim any questions on the Headteachers report prior to the meeting to allow answers to be obtained in time for the meeting.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Policy</th> <th>Policies/Processes Included</th> <th>Agreed</th> <th>Signed</th> </tr> </thead> <tbody> <tr> <td>Pupil Premium Strategy 21-22</td> <td></td> <td style="text-align: center;">☒</td> <td style="text-align: center;">☒</td> </tr> <tr> <td>Critical Incident Plan (CIMP)</td> <td></td> <td style="text-align: center;">☒</td> <td style="text-align: center;">☒</td> </tr> <tr> <td>Resources Team Handbook</td> <td></td> <td style="text-align: center;">☒</td> <td style="text-align: center;">☒</td> </tr> <tr> <td>Reception handbook</td> <td></td> <td style="text-align: center;">☒</td> <td style="text-align: center;">☒</td> </tr> <tr> <td>East Midlands SEND Training Hub Handbook</td> <td></td> <td style="text-align: center;">☒</td> <td style="text-align: center;">☒</td> </tr> <tr> <td>Governor Handbook</td> <td>Governing body membership</td> <td style="text-align: center;">☒</td> <td style="text-align: center;">☒</td> </tr> <tr> <td>Education Handbook</td> <td>Careers policy (SE)</td> <td></td> <td></td> </tr> <tr> <td>Slips and Trips Risk assessment</td> <td></td> <td style="text-align: center;">☒</td> <td style="text-align: center;">☒</td> </tr> </tbody> </table>	Policy	Policies/Processes Included	Agreed	Signed	Pupil Premium Strategy 21-22		☒	☒	Critical Incident Plan (CIMP)		☒	☒	Resources Team Handbook		☒	☒	Reception handbook		☒	☒	East Midlands SEND Training Hub Handbook		☒	☒	Governor Handbook	Governing body membership	☒	☒	Education Handbook	Careers policy (SE)			Slips and Trips Risk assessment		☒	☒
Policy	Policies/Processes Included	Agreed	Signed																																		
Pupil Premium Strategy 21-22		☒	☒																																		
Critical Incident Plan (CIMP)		☒	☒																																		
Resources Team Handbook		☒	☒																																		
Reception handbook		☒	☒																																		
East Midlands SEND Training Hub Handbook		☒	☒																																		
Governor Handbook	Governing body membership	☒	☒																																		
Education Handbook	Careers policy (SE)																																				
Slips and Trips Risk assessment		☒	☒																																		
Discussion:	TT - 3-year plan not to be agreed yet but for Governors to read and review.																																				

	<p>There are a number of items to be consider now – the PfA coach role previously discussed in agenda item 927 to allow the Post 16 works to be started. As you will see included in my report the Post 16 provision will offer supported internships. Derbyshire have completed a review and reported back that there are sufficient post 16 places out there. We are saying this is not targeted towards children with SEND. We hope to change our age range to support this additional work. We already have 3 post 16 placements.</p> <p>QDD – Mark Emely has been completed a number of mock ofsted meetings with the middle leaders, the feedback has been valuable which are included in the Headteachers report. There have been a few actions which I will address with staff through staff meetings after Easter.</p> <p>GS – I have read the Headteacher report, do you have anything to add?</p> <p>TT – No I have nothing additional to add.</p> <p>GS – There are a number of policies have been approved. Do any governors have any questions?</p> <p>No questions raised all Policies ratified by the governing body.</p>
--	---

AGENDA ITEM 930	Finance
Notes:	<p>Head Teacher/Deputy Head to present information regarding SFVS and budget. Governors to ratify budget</p> <ul style="list-style-type: none"> - Annex 1 - Annex 5 - SFVS - Decision to add additional funds for potential capital build to budget projections <p>Please click here for Governors Finance update</p> <p>Private School fund Audit Feb 2021</p> <p>Budget letter - Spring Term 2021 revised</p> <p> SFVS Brackenfield SEND School 20-21.xlsm</p> <p> SFVS Brackenfield SEND School 19-20 (1).xlsm</p> <p>special-schools-benchmarking-2019-2020.xls</p> <p>Please click here for Derbyshire County Councils Summer Audit Matters Newsletter</p>

Discussion:	<p>Jessica Lacey (JL) presented on TT behalf: JL went through the Governors finance report Please click here.</p> <p>Private School fund: This was audited in February 2021, the only action needed is for bank reconciliations to be signed by the person performing them (SBA for Finance) and reviewer (SBM). The Process has been updated to reflect this change.</p> <p>Benchmarking report:</p> <ul style="list-style-type: none"> • The Derbyshire Benchmarking report is more supportive to SEND schools than the DfE report as this gives accuracy and a better comparison. • Key findings: • £2000 profit 2019/2020 this is from the EMSTH. • Admin costs were higher due to the SBM and Office staff gradings and additional hours, this has now been rectified. • Teaching staff and STLA costs – We are in line with other SEND schools with these. • Our Utility costs are low due to the efficient Heating and energy saving lighting we have installed. • Premises costs are high due to the planned capital work to support the education of the children. These figures will remain high for 21-22. <p>SFVS 2019-2020: This was prepared on last year's finances and TT has made comments. Do all governors agree to ratify the 19-20 SFVS? No questions or concerns raised 2019-2020 SFVS ratified by Governors.</p> <p>SFVS 2020-2021: JL and SML prepared this year's SFVS about 4 weeks ago, SML has made comments. KM to send out an update after the meeting as SAP has closed. No issues raised and 2020-2021 Ratified. Do all governors agree to ratify the 20-21 SFVS? No questions or concerns raised 2020-2021 SFVS ratified by Governors.</p> <p>Budget 2021-2022 Brought pupil places has increased to 112 from September 2021. Every one of these places comes with £10k placement fee alongside the profile funding and Sports premium etc. The budget has been set on the 99 brought places, therefore the budget is set on a worst case scenario. The overspend is the new build. This will rectify itself over the next 2 years.</p> <p>GS – The works being completed is to support the post 16 and internships and the education of the children.</p>
--------------------	--

TT – Project approval has been submitted for the Echo classroom and modular build. This has been covered in the HT report. The temporary class will be in place over the easter holiday and the 4-class extension will now go out to tender.

We have budgeted the T&L and Furniture. HR services are now brought in.

GS – Is £14600, enough for the expenditure?

JL – I haven't included all the budget codes

JL – PPE comes out of H&S, and we have other unallocated funds which we can vire over if required.

EMSTH - We expect this to be higher next year. Staffing would not need to be increased unless the complexity of the children increases.

Since the Budget was set in February there have been an additional 9 pupil placements totalling an additional income of £137046.55.

The only increases in financial year 21-22 that are not in budget letter are:

- £22170 for Grade 5 LSA (offset by not having the 0.6 SIA of £14493) so outside of budget - £7677
- £8396 for 2 X SLTAs to train as teachers

As referenced in Agenda item 927 Bradford university have offered Teacher training to our STLA's – NQT's are cheaper than teachers. As the STLA will be training within the school whilst they don't have the experience, they will have the skills learnt through the school, working with SEND children.

GS - £8396 isn't a lot a money but this money could be wasted should the staff leave once they have qualified.

JL – The staff with go through an interview process and they will also have the written statement where they have to pay the money back should they leave within a certain time. This is the same as MF which we have done for her NQT.

GS – So they will sign a contract.

JL - Yes

All governors agree the STLA x 2 to undertake the Teacher training and additional Grade 5 LSA.

- £13173 for CL to remain as AHT on fixed term contract

We would like to expand the SLT this would be an interim module.

All governors approved the AHT to remain in a fixed term contract.

- £27604 for additional STLA – to run 2x STLA per class

We will be moving to a 13 Class module after Easter, from Sept 2021 we will need 2 SLTA's per class as a result re require an additional STLA at £27604.

All governors approved an additional STLA be recruited to support the new module.

- £5897.90 for signs

We require £6000 for additional Communicate and Print Signs around the school to aid all pupils.

All Governors approved to additional signs.

The additional increase to the budget Totals: **£82611.40**, this leaves £56573.15 from the new pupils who have been placed at £137046.55

With the budget being updated with additional changes approved today the carry forward is now at 5% from 3.33%.

Do all governors agree to ratify the budget along with the Annex 1 and Annex 5 for 2021-2022?
 No questions or challenges raised Governors agree to ratify the Annex 1, Annex 5 and Budget for 2021-2022.

AGENDA ITEM 931	Part 2 Agenda
Notes:	Please see part 2 Agenda items

AGENDA ITEM	DATE OF NEXT MEETING/S			
Discussion:	Date of meeting	Time	Date papers will be circulated	Focus
	29 th June 2020	14.00	22 nd June 2020	MER 4/summative year feedback
	13 th July 2020	17.00	6 th July 2020	Setting SIP/SEF 2020/21
	12 th October 2020	14.00	5 th October 2020	MER 1 Feedback
	23 rd November 2020	17.00	16 th November 2020	Mid Year Budget
	11 th January 2021	17.00	4 th January 2021	MER 2 Feedback
	29 th March 2021	17.00	22 nd March 2021	MER 3 Feedback and Budget Ratification
	28 th June 2021	14.00	21 st June 2021	MER 4 and Summative Feedback for Year
	19 th July 2021	17.00	12 th July 2021	Setting SIP-SEF 2021-2022

Questions from the new Governance Handbook January 2017 in relation to finance that governors may wish to use:

- Are resources allocated in line with the organisation’s strategic priorities?
- Does the organisation have a clear budget forecast, ideally for the next three years, which identifies spending opportunities and risks and sets how these will be mitigated?
- Does the organisation have sufficient reserves to cover major changes such as re-structuring, and any risks identified in the budget forecast?
- Is the organisation making best use of its budget, including in relation to planning and delivery of the curriculum?
- Does the organisation plan its budgets on a bottom up basis driven by curriculum planning (i.e. is the school spending its money in accordance with its priorities) or is the budget set by simply making minor adjustments to last year’s budget to ensure there is a surplus?
- Are the organisation’s assets and financial resources being used efficiently?
- How can better value for money be achieved from the budget?
- Is the organisation complying with basic procurement rules and ensuring it gets the best deal available when buying goods and services in order to reinvest savings into teaching and learning priorities?

Minutes of the FGB meeting 29th March 2021
 Of Brackenfield School

Signed..... Date.....28th June 2021.....



- Is the organisation taking advantages of opportunities to collaborate with other schools to generate efficiencies through pooling funding where permitted, purchasing services jointly and sharing staff, functions, facilities and technology across sites?

A handwritten signature in black ink on a light-colored background.