



PINNER PARK INFANT AND NURSERY SCHOOL

GOVERNING BODY NEWSLETTER – 2017-18

Dear Parents and Carers

Welcome to this year's newsletter from the governors of Pinner Park Infant and Nursery school. In this newsletter you'll find information about the role of the governing body and contributions from each of the external governors. My role as Chair of Governors is to co-ordinate the activities of the governing body. I have been a governor here for many years, being originally elected as a Parent Governor. It has been very fulfilling to see the school develop over the years and successfully face many challenges; recent examples include the expansion of each year group from 3 to 4 classes together with the associated building work.

I want to take this opportunity to say thank you to Ian Elmer for his service as a governor and for leading the governing body for the past 3 years. We wish him well.

You may be aware from the national media of the growing pressure on school budgets. As a governing body we are already working on this; see the finance section for more details.

I would like to welcome 4 new members to our governing body; recently elected Parent Governors Priya Mehta and Angelene Miller, nominated Local Authority Governor Lesline Lewinson and Clerk to the Governing Body, Sarah Wildman. We are pleased to add their knowledge and skills to our governing body.

Finally, on behalf of the external governors, I would like to record our appreciation of the hard work, enthusiasm and dedication of all the school staff. Thank you to the parents and carers who support our school in many ways including serving on the PPPTA committee, helping at events and helping out in the classrooms.

Karen James, Chair of Governors

The role of the Governing Body

The PPINS Governing Body consists of parents, co-opted members, a Local Authority nominated member and school staff. Our role as a 'critical friend' means that we have a responsibility to the pupils, parents, Local Authority and the school to help set strategic direction and ensure accountability.

We are a diverse group with a wide range of skills and experience which we volunteer to support the school. We are held together by a passion to ensure PPINS is an outstanding school, delivering high quality teaching and learning and enabling the children to develop and grow in a safe and warm environment.

Previously the governing body would meet formally every half term to review the School's Development Plan, academic progress and financial health. Each governor was also a member of one of the sub-committees (Resources or Planning & Curriculum) which would also meet at least termly to examine the school's performance and resourcing in more detail. In addition each governor has a particular focus area.

This academic year we are trialling a new meeting structure where the full governing body meets once a month and there are no sub-committees. One of the benefits of this new structure is that all governors are aware of all the business of the GB enabling more in depth discussions and quicker decisions.

Attendance

The governors would like to take this opportunity to remind parents and carers of the importance of ensuring their child attends school and is on time each day. School attendance is reported to the Department for Education and the school is judged upon it. More importantly, your child will be missing out on the learning they need to successfully progress through their school career.

Advice from the September school newsletter:

- Try to make appointments out of school time
- Tell family members term dates so 'get togethers' can be planned for school holiday time
- Book holidays in school holiday time. Remember — holiday absence will not be authorised

Permission has to be requested for your child to be out of school (other than for illness) and absence has to be authorised. Please fill in a 'Request for Leave' form or drop a letter into the school office giving enough notice for it to be considered or there may not be time to authorise an absence.

Special Educational Needs and Disabilities (SEND), EYFS & KS1

I have been a governor at PPINS for the past 3 years and have found it to be a rewarding and varied role. The past year has seen many changes within the governing body and, as a result, my individual role has changed a fair amount too. I previously chaired the Planning and Curriculum committee, which was a very insightful role, understanding how the school team seek to achieve the best outcomes for all its pupils, across all stages – EYFS (Early Years Foundation Stage) and KS1 (Key Stage 1). An example of one meeting was when the committee engaged with the school's Achievement Leaders, representing both key stages, as they discussed measures taken to implement new methods of teaching, such as Numicon number tiles. My role also requires visits during the school day to see the effectiveness of new methods. This has helped me immensely in questioning and understanding the impact on pupils. Looking at the results for the end of KS1 for our school in 2017, these have been very positive and have shown the success of some of the initiatives implemented. The results for EYFS outcomes, which covers Nursery and Reception, have been consistently higher in our school compared to the Local Authority average. Over a three year period from 2014, 2015 and 2016, the school EYFS outcomes showed improvements each year in most areas.

More recently, I have taken on the role of the Special Educational Needs and Disabilities (SEND) Governor. This is a statutory role and the SEND Governor acts as a link between the SEN Co-ordinator (SENCO) and the governing body. Though I have only been in this role since October, I can already appreciate the complexities that are involved in this area. I have met with the school SENCO and other

staff members involved and have asked questions about how the progress of our pupils who are identified as having additional needs are tracked. Also, the interventions and methods that are used and how the process of referral works. I hope that my termly meetings with the SENCO will further my understanding of our school provision of SEND and complement the governor training I will be undertaking outside of school.

Bhumika Mehta, SEND Governor

Health & Safety

As Health and Safety Governor, I work in conjunction with the school to ensure we provide a safe environment for all where we promote a culture of health and wellbeing. As health and safety is our collective responsibility, we, as a governing body, ensure adequate resources are available to maintain equipment such as first aid kits or fire extinguishers and conduct audits and risk assessments on a regular basis.

A recent example of our commitment to keeping everyone safe is the steps that we take when we experience snow or icy conditions. During these conditions, we will always endeavour to keep the main pedestrian routes open. However, if it becomes clear that, despite our best efforts, these routes cannot be cleared, the Headteacher will be informed and takes this into consideration when deciding whether the school should remain open for the day. These decisions will always be taken at the first available opportunity to give you as much notice as possible.

Lawrence DeSouza, Health and Safety Governor

ICT

I have been part of the governing body since November 2016 as a Parent Governor. I joined the Resources Committee as this aligned better with my skills and attended regular meetings in relation to how the school resources were optimised and to oversee the budget spend. During my first full year as Parent Governor, I gained a wide understanding of how effectively the school operates.

My governing role specifically looks after the IT (Computing) area. A recent visit to the school gave me a deeper understanding of how IT is

being incorporated within the School and how online systems are being introduced carefully with due diligence protecting our children from online/internet exposure. The school also conforms to Data and IT policies and proceeds very cautiously to protect the school and our children.

I have enjoyed learning and understanding what makes the school operate and the continuous improvements in the curriculum and the use of resources to advance our children. I feel proud to support our school, staff and children and continue to do so.

Lilie Sharma, ICT Governor

Safeguarding

I was recently invited to take on the safeguarding portfolio on behalf of the governing body. Having a governor specifically looking at safeguarding is best practice as outlined in the statutory guidance to schools issued by the Department for Education titled 'Keeping Children Safe in Education'.

The role can be quite vast as it touches on almost every aspect of how the school operates in order to keep children safe and to uphold its duty of care. My role will be primarily to support the work of the school's Designated Safeguarding Lead (DSL) and then to report back to the governing body about the effectiveness of the school's safeguarding arrangements.

Some of the areas safeguarding touches on include: attendance, record keeping, IT systems & e-safety, images and video practices, school security, recruitment, after school clubs, trips & school visits and training for staff.

To help improve my own understanding over and above the training I have already undertaken as a volunteer at my local Sunday school, I will be attending further training organised by Harrow Council, visit the school to review safeguarding practices and also to see the implementation of safeguarding and related policies.

Maisam Jaffer, Safeguarding Governor

Finance

In line with other schools in Harrow and England, the school has been facing budget pressures and will continue to do so after the latest government budget in November 2017 signalled no additional funding for schools in the near future.

Our aim as a school is to ensure that annual expenditure does not exceed annual income. We achieved that for the 12 months ending March 2017 where there was a small surplus (income in excess of expenditure) of £30,251.

Every year we prepare budget projections for the next three years based on the funding information we are aware of at that time aiming to ensure that the school has enough resources to deliver on its aims across the three years.

These budget projections are submitted to the local authority who receive the funding from central government. Historically, the finances have been strongly managed and this has enabled new learning resources for the pupils, aided the redevelopment of the school and other school infrastructure whilst maintaining a reasonable surplus to cope with unforeseen circumstances.

We are now entering a period, for the foreseeable future, whereby annual expenditure is likely to be in excess of annual income. For the 12 months ending March 2018 we are forecasting a small shortfall of £32,000 which is not ideal. This shortfall will be covered by surplus funds from previous years. Whilst this is possible in the short term, it is clearly unsustainable in the long term.

The school leadership team in conjunction with the governing body has been and will be making appropriate decisions that will aim to deliver outstanding learning opportunities within the constraints of the funding available. There are no big bang changes envisaged, more a subtle tailoring of how resources are spent, looking at further efficiencies in all cost areas.

Bhavin Savla, Vice-Chair of Governors, Finance Governor

Financial Summary 2016-17

Income 2016-17 (£)

School Budget Rollover 15/16	203,301
Formula Capital c/f 15/16	10,055
Budget Allocation 16/17	1,628,623
SEN High Needs Funding	53,271
Formula Capital 16/17	8,372
Pupil Premium 16/17	21,700
PE Sport Funding	9,198
Universal Infant Free School meals	133,176
Other Income	24,839
Total	2,092,535

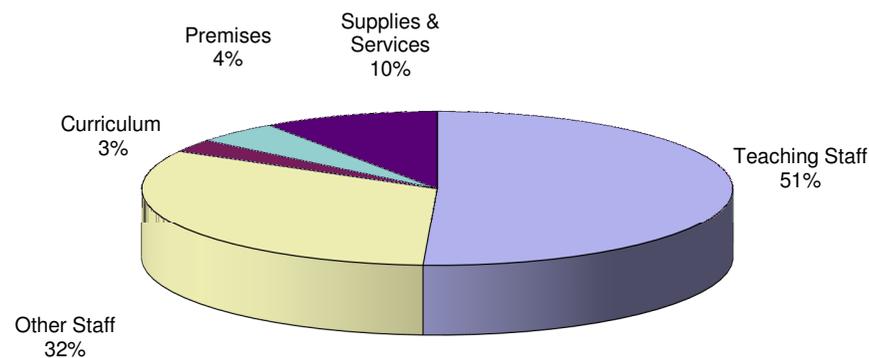
Expenditure 2016-17 (£)

Teaching Staff	942,928
Other Staff	599,791
Curriculum	49,733
Premises	85,772
Supplies & Services	179,227
Total	1,857,451

Funds Available for 2017-18 (£)

School Budget Rollover 16/17	233,552
Formula Capital c/f 16/17	1,532
Budget Allocation 17/18	1,609,873
SEN High Needs Funding	58,789
Formula Capital 17/18	8,390
Pupil Premium 17/18	19,800
P.E. Sport Funding	14,555
Universal Infant Free School Meals	137,000
Total	2,083,491

2016-17 Expenditure



GOVERNING BODY – WHO ARE WE?



Karen James – Co-opted Governor and Chair of Governing Body



Bhavin Savla – Co-opted Governor and Vice-Chair of Governing Body



Lawrence DeSouza – Co-opted Governor



Bhumika Mehta – Parent Governor



Lillie Sharma – Parent Governor



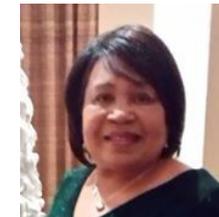
Maisam Jaffer – Parent Governor



Priya Mehta – Parent Governor



Angelene Miller - Parent Governor



Lesline Lewinson – Local Authority Governor



Sarah Wildman - Clerk

School members of the Governing Body:

Karen Disspain – Headteacher

Margaret Tait (Deputy Headteacher) - Observer

Karen Coxon (Assistant Headteacher) – Staff Representative

Bernadette Mills (School Business Manager) – Co-opted Governor

If you would like to know more about becoming a Governor, please visit [the School Governor pages](#) on the Harrow council website, or contact the Chair of Governors through the school office.