

**CHAPEL ALLERTON PRIMARY SCHOOL GOVERNING BOARD
LEADERSHIP AND MANAGEMENT COMMITTEE**

Minutes of the meeting held on Tuesday 1 February 2022

PRESENT: Sarah Perrigo (Chair) Nicholas Sykes (Headteacher)
Bobbie Gresser Eric Roussounis
Amy Sanderson Emma Wilson -from item 4.02.02

IN ATTENDANCE: David Harris (School Business Manager)
Sharon Burn (Clerk – Governor Support Service)

		ACTION
1.00	APOLOGIES AND MEMBERSHIP MATTERS	
1.01	Apologies were received and accepted from Mohammed Rafique.	
2.00	DECLARATIONS OF INTEREST	
2.01	There were no new declarations of interest.	
3.00	MINUTES OF THE LAST MEETING	
3.01	Resolved That the minutes of the meeting held on 21 October 2021 were accepted as an accurate record and the Chair was authorised to sign the minutes.	
4.00	MATTERS ARISING	
4.01	Enriching the curriculum (minute 6.04 refers): The Chair noted that the group which had been set up to focus on music and creative arts in school had met just before Christmas.	
4.02	Pupil numbers (minute 6.11 refers): A governor asked if the school had plans for the additional space in school when the bulge cohort left. The Headteacher reported that the school had explored the option of using it for SEN provision but decided it was not suitable for that. It was now exploring the possibility of using it for provision for two-year-olds.	
4.02.01	The Headteacher reported that someone from the council was coming to look at data around the birth rate. He pointed out that provision for two-year-olds would be expensive because it would require high staff ratios. It was noted that working parents in Chapel Allerton would need provision from 8.00am to 6.00pm and the school would not be able to offer that. Most of the families who would benefit from provision for two-year-olds lived outside Chapel Allerton.	
4.02.02	A governor asked about the prospect of increasing capacity in nursery. The Headteacher said that the school was expecting a decision around May. He assured governors that the school would make good use of the additional space whatever happened.	

Emma Wilson joined the meeting.

- 4.03 **School Fund (minute 6.12 refers):** The Chair referred to the current big rise in the cost of living and asked if it was possible to make donations to the school fund. The Headteacher noted that much of school fund was used for residential visits and school uniform. School could also use Pupil Premium to support that, but it would be possible to make donations to school fund. There was discussion about ways to support families and NS pointed out that this was an aspect of the Committee's role which overlapped with the Personal Development, Behaviour and Welfare Committee.
- 4.04 **Catch up funding (minute 7.02 refers):** **Q:** How was this working?
A: Tuition had been delivered to 18 groups of three children twice a week. The programme had begun in mid-November and completed in mid-January. The tutor had kept work samples and teachers had reported they had seen progress. The progress had not been evident in the autumn data, but the children would be tracked until Easter.
- 4.04.01 The Headteacher added that two teaching assistants (TAs) had done 11 hours of on-line training and they had started delivering tuition to groups of Year 6 children. This had started in January and would continue once a week for 15 weeks. NS assured governors that the catch-up tuition was working. It was boosting children's confidence.
- 4.05 **Wellbeing survey (minute 10.2.3 refers):** **Q:** Was that still going ahead. Would the questions be standard, or would there be any tailoring?
A: The questions could be tailored, and school would do that. Emma Wilson noted that this was her area of expertise, and it was agreed that she would be involved in looking at the input from the survey.
- 4.06 **Staff appraisal (minute 11.02 refers):** The Headteacher reported that this term observations for appraisal would take place after half term. NS explained that there was a varied approach to observations. This term he would be observing class teachers and the Deputy Headteacher (DHT) would be observing members of the leadership team. Other members of staff would be observing some support staff, but Mrs Turnbull would still do the end of term review meetings.
- 4.06.01 **Q:** How was school finding the Early Career Teacher (ECT) framework?
A: It was time consuming. There was a requirement for the ECT and their mentor to have non-contact time together and that made an impact. Some of the tasks were useful but some were too prescriptive. The process went on into a second year which still involved mentoring but with a smaller percentage of time.
Q: Would the school be able to give feedback?
A: There might be an opportunity for review during the year. The Headteacher noted that the school had to engage with the

EW

process to ensure that the ECT gained qualified status, but he was concerned that the requirements of the framework might discourage schools from employing ECTs.

- 4.07 **Breakfast club (minute 16.01 refers):** The School Business Manager (SBM) reported that Breakfast Club had gone well and there had been no objections from people. It was managing to keep numbers below 20 on any given day. There was now a register so Breakfast Club knew who was coming and ad hoc attendance had stopped.
- 4.07.01 The SBM added that he had investigated support for breakfast clubs. Organisations such as Greggs and Kellogg's based support on the number of Pupil Premium and the school fell under the number to qualify for that. Local food banks could support but the SBM pointed out that there was greater need elsewhere.
- 4.08 **Tutoring (minute 16.04 refers):** This had already been discussed (see item 4.04 of these minutes). The Headteacher confirmed that the money for tutoring was there and would be spent as the year went on.
- 5.00 GOVERNOR MONITORING OF SCHOOL IMPROVEMENT PRIORITIES**
- 5.01 The School Development Plan (SDP) had been reviewed in December and the Headteacher had circulated it to governors. Progress towards actions was RAG (red, amber, green) rated. NS pointed out that there was a lot of green and he believed that the school was on track. The focus for the Committee was Aspect 4 and Aspect 5 of the SDP.
- 5.02 **Q:** With reference to Aspect 5 and wraparound care, a governor asked about the prospect of using the small hall for Children's Corner.
A: The possibility of Children's Corner using the hall from Monday to Thursday and the price for that was being discussed. It was noted that despite the increase in the number of parents working from home there was still a need for wraparound care.
- 5.03 **Q:** A governor asked for an update on the communication review.
A: The SBM reported that the school would stop using WEDUC at the end of the academic year. Parent engagement with Class Dojo was positive and DH was looking at how to make that better in terms of communication.
- 5.03.01 The school was going to use Operoo to manage data. It would start training on that next week. It would start to use that in April for the new reception intake and it would move the rest of the school onto it in September. Communication with parents, E.g., details of the school calendar, would be done by Class Dojo.
- 5.0302 **Q:** Would Operoo do absence reporting?
A: That could be done through Operoo or through Dojo. Operoo would link to school registers. Teachers would be able to use it on

school trips.

- 5.03.03 **Q:** Did school do an impact assessment?
A: The IT technician in school made sure general data protection regulations (GDPR) were met.
- 5.03.04 **Q:** What about planning for communication with parents e.g. newsletters?
A: The school was still working out a plan and looking at the best way of doing it. There needed to be a discussion with the Senior Leadership Team (SLT). School would be using Class Dojo for two-way communication with parents.
It was pointed out teachers would be able to set parameters for Dojo. E.g. Some teachers might switch off communication at 4.00pm, some at 6.00pm depending on what was appropriate for them. The Headteacher noted that school did not send emails to staff and expect an immediate response. If an immediate response was needed, then a conversation would take place in person.
- 5.04 There was discussion about annual school visits. Details of school visits throughout the year had been sent to governors prior to the meeting. Governors asked for clarity about expenditure.
- 5.04.01 The Headteacher explained the school used Pupil Premium for children to go on residential visits. He pointed out that most children with Pupil Premium did pay the full amount for school trips, but school would support if necessary and would support for the more expensive trips. School ensured that children did not miss out on a trip for financial reasons.
- 5.04.02 It was pointed out that if school made the decision not to charge Pupil Premium children at all for school trips it would have to commit £6000 per year group for trips. The Headteacher was not sure that would be the right thing to do. Currently families were contributing to the cost of trips. School would open the conversation and offer support to families who were struggling to pay and the cost of that was only a few hundred pounds a year.
- 5.04.03 Governors agreed that money should not be a barrier to children accessing trips and that the school's current approach was appropriate. It was noted that when a child had missed a trip it had been for other than financial reasons. There was currently not an issue around access to school trips and school was only needing to provide a small degree of support. The Headteacher pointed out that the school offered flexibility in terms of payment timelines.
- 5,04.04 There was discussion about raising awareness of the school fund. A governor suggested it might be worthwhile to ask those parents who were able, to make a voluntary contribution to the school fund. Governors noted that the Parent/Teacher Association (PTA) also raised funds for school.

5.04.5 Governors agreed that school needed to ensure there was a plan for cultural capital throughout school and all children had opportunities for enrichment experiences. E.g. theatre trips.

6.00 FINANCE AND VIREMENTS UPDATE

6,01 The updated budget report had been sent to governors prior to the meeting. The SBM highlighted key points.

6.02 The school had a new Finance Officer (FO). Leeds City Council (LCC) had changed the scope of the FO role which incurred more work on the SBM. The new FO was good and was sorting out an issue around Special Educational Needs and Disabilities (SEND) funding.

6.03 The only difference to the budget was that the RCCO spend had increased. The school had planned to change the interactive white boards over six years, but the IT technician had said that the change needed to over two to three years, so the money was being spent earlier than planned. New whiteboards had already been installed in some classrooms because the bulbs had needed replacing in the old ones.

6.04 There had been money from the holiday programme. The school had got holiday funding for children with Pupil Premium. The budget had been set in April but the holiday funding had not been flagged up until July.

6.05 There had been a big spend on music contract, but school had got funding back from Artforms so the spend had not been so big.

6.06 The Headteacher noted it would be interesting to see the impact of energy costs in April and pointed out the possibility of teacher pay rises. In response to a governor query the SBM confirmed that LCC did deals with the energy companies and would be looking for the next best deal.

6.07 **Q:** A governor asked for clarity about Local Authority (LA) services.

A: It was things like HR, business support and governor training.

There were no further questions about the budget.

7.00 SCHOOLS FINANCIAL VALUE STANDARD (SFVS)

7.01 It was reported that the deadline for the SFVS was 31 March. LCC were updating the form. When it was sent the Headteacher and the SBM would complete it and arrange a date with governors to review it.

**Headteacher
SBM**

8.00 STAFFING POLICIES FOR APPROVAL.

8.01 The Managing Attendance Policy, the Leave of Absence and Annual Leave Policy and the Work and Families Policy had all been sent to governors for review prior to the meeting and were tabled for approval.

- 8.02 The Headteacher explained that they were all LCC model policies and the school followed their procedures. He noted that the SBM managed absence and kept records.
- 8.03 **Q:** A governor asked about changes to the policies.
A: LCC sent a precis of changes but there was very little change. There were some changes to the Attendance Policy due to COVID.
- 8.04 **Resolved:**
That the following policies as presented be approved and adopted by the governing board:
- The Managing Attendance Policy
 - The Leave of Absence and Annual Leave Policy
 - The Work and Families Policy
- 9.00 STAFFING AND PERFORMANCE MANAGEMENT UPDATE INCLUDING WELLBEING**
- 9.01 The Headteacher had sent a report to update governors on staffing prior to the meeting. He highlighted key issues.
- 9.02 The autumn term had been a good term overall and the absence rate had not been too high, but COVID had made an impact on staff. School had stayed open and had kept functioning but at a cost. The Headteacher drew governor's attention to the table which compared staff absence in autumn 2019 and autumn 2021. The increase in staff absence in 2021 was 187 days.
- 9.03 The last two weeks had been challenging. January was usually difficult but this year it had been more acute. Staff had been flexible and had covered for one another, but interventions had been compromised. School had used more supply staff, but the Headteacher had kept some money back last term in readiness for that.
- 9.03.01 Teachers were managing without support staff but there was an element of stress and frustration as they could not do everything they wanted to do. It was noted that when absence levels were high other sickness went up due to stress. The Headteacher hoped that Leeds had hit the peak in terms of COVID infection.
- 9.03.02 **Q:** Had school come close to closing year groups?
A: No but there had been compromises. Staff had been moved around.
Q: How did that compare to other schools?
A: Most schools had stayed open but had made similar compromises.
The Headteacher stated that school had coped as well as it could and the staff had been thanked for being flexible and adaptable.
- 9.04 It was highlighted that it had been a particularly tough time for Year 4. Shortly before Christmas one of the Year 4 teachers who worked part-time had requested two terms of unpaid leave. The

school had appointed a new teacher who was experienced and had settled in well. She was being supported by the team and she would jointly lead on science.

9.04.01 Another Year 4 teacher had been off with long COVID. She would be coming back but on a phased return. In response to a governor query the Headteacher confirmed that school would have guidance from occupational health.

9.04.02 **Q:** What had been the impact on Year 4?
A: Year 4 was generally a hard-working group and had very capable TAs, so the impact had been minimised.
Q: How did the parent consultations go?
A: Colleagues in Year 4 had seen the whole set of parents. School had given the staff extra time to prepare.

9.04.03 There had been one TA in Year 4 who had been struggling with the role. The school had used the probation policy and the TA had moved on. The school had recruited another TA was well suited to the role.

9.05 A teacher in Year 3 who had been ill would be beginning a phased return.

9.06 Referring to appraisal the Headteacher reported that targets had been set in October. Everyone was trying to work towards them, but school remained aware that over the last two years things had got in the way of targets.

9.06.01 Progress meetings had taken place. The Headteacher had been doing drop-ins and more informal monitoring. He was confident that teaching in school was good

9.07 In terms of well-being the Headteacher reported that there was good feedback. He thought that staff morale was good. People were regretful when they had to be off.

9.08 School had offered two members of staff Life Coaching sessions and they'd had six sessions. They had given positive feedback about the coaching. As school had paid for the coaching governors asked if the members of staff could write something about the benefits for the governing board. The Headteacher agreed to ask them.

Headteacher

9.09 There were three TAs who were leaving for different reasons. The school had advertised for a full-time general TA for the rest of the year. The Headteacher was hoping for a successful recruitment and explained that he also hoped to recruit a TA for Reception from the same field of candidates.

9.09.01 The SBM was working with supply agencies to look for a TA for SEND. It was explained that school might recruit a SEND TA or employ one through a supply agency. As supply staff were not paid during the holidays the cost would of supply not be more

than recruiting on a contract.

Q: Would school get a consistent person?

A: Yes. It would be long term supply.

9.09.02 **Q:** A governor asked if the Headteacher always led on recruitment.

A: It was confirmed that the Headteacher did, but he always involved other members of staff. The other people involved would depend on the nature of the recruitment. NS pointed out that a lot of work was involved in the recruitment process.

9.10 It was reported that there had been a tweak in the office team. The office manager had wanted to reduce her hours and she had dropped to four days. The office support assistant's hours had been increased. It was pointed out that if the office manager had left, school would have lost her wealth of knowledge and experience and would have needed to recruit a new one. It was more cost effective to tweak the team.

9.11 Governors were reminded that the mid-year review of the Headteacher's performance management would take place on 16 February.

10.00 HEALTH AND SAFETY AND PREMISES

10.01 Governors had been sent updates on health and safety and premises prior to the meeting. The SBM highlighted there were plans for premises.

10.02 The SBM reported that furniture was patched across school and school wanted a long-term plan for replenishment. The Year 4 flooring was being done and that would create a framework for the rest of the school.

10.03 **Q:** Was there a priority list?

A: Yes. The Early Years Foundation Stage (EYFS) had recently been done. The school would start with Key Stage 2 (KS2). Years 4 and 5 were priorities. The school would use bulge class money.

10.04 The SBM referred to the roof and pointed out that at some stage the school would be asked what it could afford so school needed to spend as much money as it could now. He noted that he had hoped to have the roof inspection report ready for the meeting today, but it hadn't arrived yet.

10.05 There was a plan to speak to the PTA to ask for support to refurbish the Key Stage 1 (KS1) library. Currently there was a mish mash of furniture and school wanted to invest in it and create a high-quality space which would benefit every child. The Headteacher noted that there would be a deep dive in phonics in the next few weeks and he was expecting a request to spend more money on books.

10.06 The SBM highlighted other projects, the continuation of the outdoor grass area and the development of the outdoor areas for

Foundation Stage (FS) 1 and 2.

10.07 Referring to the Building RAG report a governor noted that there were significant benefits to some actions. E.g. ensuring there was hot water in the ladies' staff toilets as no hot water was a health and safety issue.

10.08 It was noted that replacing the wood floor in the hall would benefit PE as currently the floor was splintering. It had been sanded back three times in the last ten years, so the planks were getting thinner. It needed to be resurfaced and the school was in the process of getting quotes.

10.09 **Q:** A governor asked for clarity about the procurement process.
A: School usually tried to get three quotes. The council had preferred suppliers.

10.10 Referring to the accident report the SBM pointed out that it provided a comparison between half term one and two and illustrated the pattern of injuries. There were more bumps because children were being encouraged to play more but there had been nothing serious.

11.00 GENERAL DATA PROTECTION REGULATION (GDPR)

11.01 The Headteacher explained that the school had signed up with the Data Protection Officer (DPO) who worked for Carr Manor Community School. The DPO had made a compliancy visit to school and his report had been sent to governors prior to the meeting.

11.02 Actions on the report had been RAG rated. The SBM pointed out that there was only one red and that was for training. The school had got a training programme ready and was waiting to arrange a time slot for that.

11.03 A governor referred to the data protection impact assessment (DPIA) and pointed out that although it was reviewed by the IT technician any system the school was using should be looked at on a review basis by someone else as well.

11.04 **Q:** A governor asked if parents were informed about data processing and the storage of records.

A: School had a data map which illustrated who had access to data and how the data was managed. It was suggested that it would be worth making sure parents were aware of the data map. Governors agreed that the DPO would be asked for advice and the school would look at putting a statement on the website.

SBM

12.00 ANY OTHER URGENT BUSINESS

There was no other urgent business.

13.00 DATE AND TIME OF NEXT MEETING

13.01

- Full Governing Board : Thursday 10 March 2022 at 6.30pm

- Leadership and Management Committee: Monday 9 May 2022 at 6.30pm

The Chair closed the meeting at 8.30pm