

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

Minutes of the meeting held in school on Thursday 3 November 2022 at 6.30pm

PRESENT	Amy Sanderson (Chair)	Nicholas Sykes (Headteacher)
	Bobbie Gresser	Emma Healey
	Faye O'Toole	Mohammed Rafique (from 7.06)

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

		ACTION
1.00	APOLOGIES AND MEMBERSHIP MATTERS	
1.01	There were no apologies. Mohammed Rafique had sent a message to say he would be arriving late.	
1.02	It was Faye O'Toole's first governors' meeting. The Chair invited everyone present to introduce themselves.	
2.00	DECLARATIONS OF INTEREST	
2.01	There were no new declarations of interest.	
3.00	ANY OTHER URGENT BUSINESS	
3.01	Q: A governor asked about the progress of the elections for parent governors. A: The School Business Manager reported that two new parent governors had been elected and he would contact them. Bobbie Gresser noted that there had been another parent nominated to be governor who had not been voted onto the governing board but could potentially become an associate member.	
4.00	MINUTES OF THE LAST MEETING	
4.01	Resolved: That the minutes of the meeting held on Monday 9 May 2022 were accepted as an accurate record and the Chair was authorised to sign the minutes.	
5.00	MATTERS ARISING	
5.01	Record of governor visits (minute 5.02 refers): Action completed. It was confirmed that a log to record governor visits had been set up on SharePoint. Governors agreed to use add information to the log going forward.	
5.02	Coaching in school (minute 5.03.01 refers): Action completed. The Headteacher reported that he had found some training in coaching for two staff members. They had attended the training and provided feedback to staff. It was hoped that they would be able to implement it with their teams this year.	
5.03	Including costing/funding in the School Development	

Plan (SDP) (minute 5.08 refers): The Headteacher pointed out that he had tried to show how actions could be costed in the SDP and noted that the would-be discussion about the SDP during this meeting. (see item 6.10 of these minutes).

- 5.04 **Staff survey (minute 10.03 refers): Q:** A governor noted that the staff survey had highlighted areas for development and asked if there had been any action taken?
A: One area point which had emerged from the survey had been a need for PPA (planning, preparation, and administration) time for teaching assistants (TA). The Headteacher reported that he had spoken to teachers to ensure that TA's were given some PPA time. E.g. TAs were given some PPA time when teachers were reading the class story.
- 5.05 **Communication systems (minute 10.08 refers):** Action completed. The School Business Manager (SBM) reported that he had sent out information about communication to parents and staff. He noted that Class Dojo was working well. School was able to use it to send out newsletters and information about homework and there was a translate option which was working well.
- 5.05.01 It was noted that school usually did a survey with parents in October but it would be done in November this year so that Class Dojo had time to embed. The SBM added that parents were interacting with Dojo and sending comments back to school which was evidence that it was working well.
- 5.06 **Teaching Assistant's hours (minute 10.15.01):** Action completed. The Headteacher reported that two TA's had been recruited in part time roles. They were both working to support SEND (special educational needs and disabilities).
- 6.00 SCHOOL DEVELOPMENT PLAN (L&M ASPECT 4 AND 5) AND OFSTED L&M EXPECTATIONS**
- 6.01 The action plans for Aspects 1, 4 and 5 of the SDP had been sent to governors prior to the meeting. The Chair noted that she had met with the Headteacher and the SBM before the meeting to discuss the agenda.
- 6.02 The Headteacher highlighted that lots of the actions on SDP Aspects 1,4 and 5 were rated green which was good news. It meant that the school was on track.
- 6.03 **Q:** A governor referred to the action around *teaching, learning and behaviour* in Aspect 1 and asked how the training was implemented, how was the impact on the children evaluated and where was the evidence.
A: The Headteacher said that the SLT (senior leadership team) looked for evidence of implementation in observations and monitoring. With reference to impact he pointed out that school needed to give time for the teaching and learning

strategies to embed and look at the results going forward. School would keep monitoring to look to see the Teaching and Learning policy being put into practice. NS stated that the training had been delivered and so had been rated green in the action plan. Going forward the question was, would it be green for impact?

- 6.03.01 NS added that Helen Davey, the School Improvement Advisor (SIA) would be coming into school at the end of the month, and he hoped that she would see some difference in practice.
- 6.03.02 **Q:** Did staff who had done the training, give feedback?
A: The Headteacher noted that one staff meeting had focused on reading and said that staff could be asked to give feedback on that.
A governor pointed out that it would be valuable to get feedback from training immediately. It was suggested that it would be useful to ask staff the question '*What is the impact of CPD (continuing professional development). How confident do you feel to implement it?*'
- 6.09 The document detailing Ofsted expectations for Leadership and Management had been sent to governors prior to the meeting. Governors referred to that and noted that they needed to have evidence of impact. E.g., evidence of why particular training and support was given for specific staff and of the impact this was having on the children. There was discussion about how governors could monitor impact of the SDP and evidence the impact of governance. It was suggested that the Committee should do a deep dive on one SDP Aspect.
- 6.10 The Headteacher drew governors' attention to SDP Aspect 1 which focused on *Quality of Education*. He highlighted that the completed actions were highlighted in green, and he had tried to include costings for actions. E.g., the cost of providing HLTA (higher level teaching assistant) cover to enable staff training.
- 6.10.01 A governor noted that the QTLA Committee would be looking at writing in school and could look at the impact of training on that. Bobbie Gresser noted that she had attended the Clicker training and that had been valuable. The Headteacher said that Clicker was a valuable resource which could be used for the whole class, not just children with SEND.
- 6.11 **Q:** When you send specific staff on training, do they give feedback to the rest of the staff.
A: That happened sometimes. The Deputy Headteacher (DHT) had been attending diversity training with the Leeds Learning Alliance. This linked to the work on hidden narratives and would be fed back to staff. Initially the DHT would work with a teacher from each year group and then

other staff.

7.00 MID-YEAR BUDGET REVIEW

- 7.01 Prior to the meeting the SBM had sent governors the document '*Budget Review Essentials 4 2022-23*' and the report from the budget review meeting. He highlighted key points.
- 7.02 The *Budget Review Essentials* was information the Local Authority (LA) finance team had sent about the key risks to assumptions in the school budget. There were cost increases which were impacting on all school budgets.
- 7.02.01 The SBM pointed to teacher pay rises as an example of a cost increase. When the budget had been set in April the pay rise for teachers on Upper Pay Scale (UPS) was 2% but now it was forecast at 5%. A pay rise for TAs had already been agreed by two out of three of the unions. That would come into place in December and would be back dated to April.
- 7.02.02 **Q:** Were TAs who had left the school allowed to claim the back dated pay?
A: They were and this was accounted for the budget.
- 7.03 The SMB noted that the budget review went through assumptions for funding. There was no change in energy costs because the LA had pre-agreements in place.
- 7.04 The SBM drew governors' attention to the variances report from the budget review meeting on October 31. The following points were noted.
- 7.04.01 When the budget had been set for teacher's salaries it had been based on the current staff. Since then some staff had left. Savings had been wiped out by pay rises.
- 7.04.02 There had been increases in spending on buildings and repairs. This had been offset by the grant from Chartwells and the increase broke even with income. The grant from Chartwells had been spent on updating the dining hall.
- 7.04.03 There had been a slight increase in cleaning costs. The SBM reported that he had looked at other providers but the current contract included stock so the school had made savings during COVID. School would look at other providers going forward but the Headteacher pointed out that the school currently had a good lead cleaner who ensured that the quality of cleaning remained high.
- 7.04.04 With reference to curriculum there had been an increase around books for the Key Stage 1 (KS1) library. The PSA had become involved in funding for that. The school reading lead was going to spend the money on books to support

reading.

- 7.04.05 The SEND top up funding had been more than expected.
Q: A governor noted that there was a projection for a significant drop in SEND funding for 2025. Was this because there was an assumption on children leaving?
A: It was difficult to make a guess for 2025. The funding was applied for in two year blocks. Some children would still need funding in two years and the school would reapply for it. The Headteacher pointed out that sometimes there was a lag in funding. The school needed to put support in place before the funding was in place but school did budget for that. NS noted that the school might lose some children to specialist provision and if they went the funding went with them. He told governors that on the current budget model there were nine children going through funding applications.
- 7.04.06 With reference to government grant funding it was noted that the COVID recovery grant was used mainly towards the cost of additional staffing. School could stop the tutoring if at any time it decided that it was no longer valuable.
- 7.04.07 Lettings had increased more than school expected. The SBM noted that Children's Corner had paid for the full year and were now renting an extra room from school. The numbers for Children's Corner had increased and this worked well all round. There was a dance club every Saturday and more classes in the mornings. School had kept prices the same during COVID but had now increased its fees.
- Q:** Were the fees paid directly to the LA?
A: School had a Service Level Agreement (SLA) with the LA and the LA lettings team managed the lettings. The SBM explained that the school set the lettings fee and managed the day to day business.
- Q:** Was there any capacity to increase lettings. Was there any more space for that?
A: The Headteacher said that he did not want to use classrooms for lettings. During the school holidays school worked with PE Partners and they gave school a number of free places for children. The SBM noted that school did not charge private providers for after school clubs and in return school got some free places for Pupil Premium children.
- 7.05 The SBM highlighted that school would losing its bulge cohort and that coincided with the budget issues. School was also losing Pupil Premium children as the demographic of the school was changing.
- 7.05.01 **Q:** Was the Cluster doing anything? Was it doing any lobbying?
A: The Cluster was not doing anything yet. The Headteacher

noted that the union was currently focusing on pay rises but after that they would turn their attention to funding.

- 7.06 A governor pointed out that school had planned to lose a teacher at the end of the year. The Headteacher said that school could lose 1.5 teachers and that had been factored in. He pointed out that school had ten TAs on temporary contracts so could make savings there.

Mohammed Rafique joined the meeting.

- 7.07 **Q:** How would reduction in staff impact on staff structure?
A: There would be one class less. The Headteacher noted that Year 6 would not have a booster teacher. He explained that when a staff member left, they would not be replaced.

- 7.08 **Q:** A governor noted that school was expecting Foundation Stage 2 (F2) to be full next year.
A: School was expecting that and had budgeted on being full. The data indicated that there were 60 children who lived close by who would be ready to start school in September. The Headteacher noted that numbers throughout school were good this year.

- 7.09 The SBM told governor that he would be meeting with the Finance Officer (FO) again in January and the budget would be reviewed again in the light of any agreements the teaching unions might have reached. He might be able then to adjust the budget and have a more accurate report.

8.00 AUDIT OF UNOFFICIAL SCHOOL FUNDS

- 8.01 The SBM had sent a School Fund Report to governors prior to the meeting. He explained that the fund ran on the school year and not the financial year. The funds were currently out for audit. He noted that payments for school uniform went in and out of school funds and there were no profits from that.

- 8.02 **Q:** A governor asked for clarity around charity fund raising.
A: The school did some and the PSA did some. If the school raised money for charity e.g. money for Children in Need, the money was sent straight out to the charity.
The PSA was a charity and so was able to take gift aid.
The SBM noted that the school and the PSA did work together on some projects. He pointed out that unlike school, the PSA still had to pay VAT.

- 8.03 The SBM agreed to send the report from the school fund audit to governors when he received it. **SBM**

9.00 MONITOR THE IMPACT OF GOVERNMENT GRANT FUNDING

- 9.01 Prior to the meeting governors had received reports on Pupil Premium funding, Sports Premium funding and Tuition

funding.

9.02 Tom Leech was the governor with responsibility for Pupil Premium and the Headteacher reported that he had met with Tom to discuss Pupil Premium funding.

9.03 The Headteacher noted that the grant funding reports documented school's intentions and plans.

Q: A governor asked how impact was evidenced.

A: The Headteacher noted that with reference to spending on tuition, school had done an analysis on the children who had received tuition and the children had made progress. They might not have achieved EXS (expected standard) in the SATs but they had still made progress and were therefore, in a better position to progress in high school. NS declared that the school had provided value for money and noted that the Year 6 would run a similar tuition programme this year.

9.04 There was discussion about PE and the Sports Premium report.

Q: A governor noted that the children had not been able to do swimming lessons during the COVID lockdown and asked for clarity about the data for children who could swim.

A: The Headteacher explained that the data had been based on a head count of Year 6 children who could swim 25 metres.

9.04.01 **Q:** A governor noted that school was spending more than it was getting for PE and asked if that was typical?

A: The Headteacher said that school did spend more on PE. He noted that this year the money was being spent on the HLTA approach to PE teaching. The SBM pointed out that there was a crossover with PE and the school's outdoor learning ambition. Money was being invested in outdoor learning.

9.04.02 The Headteacher told governors that school was expected to establish a legacy with Sports Premium. The government wanted to the money to be spent on training and ensuring ongoing quality provision so school aimed to invest in skills rather than equipment.

9.05 **Q:** Were the grant funding reports on the website?

A: The reports did go on the website. Ofsted would look for the reports before they inspected the school.

10.00 POLICIES FOR APPROVAL

10.01 The policies tabled for approval had been sent to governors for review prior to the meeting. The Headteacher pointed out that all the policies were model policies from the LA. A governor noted that the references to newly qualified teachers (NQT) in the policies needed to be updated to *Early Career Teacher (ECT)*. It was agreed that the amendments would be made.

Headteacher/SBM

- 10.02 **Resolved:**
That subject to the amendment discussed above the following policies were approved and adopted:
- Governor expenses policy
 - Capability of staff policy
 - Teacher's appraisal policy
- 11.00 **STAFFING AND RECRUITMENT**
- 11.01 It was noted that the staff structure had been discussed at the full governing board meeting in September and at the budget setting meeting. There were no plans for changes.
- 11.02 A staff member had sent a letter addressed to governor requesting a reduction in working days and explaining their reasons for the request. The Headteacher noted that the staff member was competent and committed. He understood there were good reasons for the request but he did not think that it would be in the interests of the school to grant the request. School would have to put another person in that role for one day a week which would be problematical.
- 11.02.01 There was discussion. The Headteacher agreed to have a conversation with the staff member and explore ways in which school could support them to continue in their current role without reducing hours.
- 11.02.02 **Resolved:**
Governors would support the Headteacher's decision re the staff member's request to reduce the number of days worked. The Headteacher would have a meeting with the staff member.
- 12.00 **STAFF WELLBEING**
- 12.01 Prior to the meeting the Headteacher had sent governors some information about SLT discussions relating to staff workload. He explained that he had asked the SLT and then the wider staff to feedback on the implementation of the planning for the foundation subjects and the subsequent impact on workload.
- 12.02 NS explained that the new planning for the foundation subjects with its focus on sticky knowledge and revisiting prior knowledge, was being implemented for the first time this term and teachers had found it challenging and time consuming. Alongside that school was introducing the Little Wandle phonics scheme in EYFS and Key Stage 1 and that had also presented new challenges for staff.
- 12.03 The Headteacher reported that school had tried to address staff concerns about workload.
A history consultant had visited school and provided some suggestions to simplify the aspect of the lesson which

revisited previous learning.

NS had tried to support staff with suggestions to reduce workload. E.g. Year group colleagues utilising each other's expertise. One teacher could teach computing to the year group and the other could teach art.

School was also trying to ensure that staff meetings had a practical focus. E.g. the staff meeting on SEND would give staff time to complete SEND related tasks.

School had adapted plans for training this half term.

- 12.09 The Headteacher told governors that he would be meeting with a representative from the NEU (National Education Union) to discuss staff concerns about workload. He stated that he thought staff would find delivering the planning for foundation subjects would become easier after this first year. In the meantime school would support staff to with time management and encourage teachers to tailor lessons, to be flexible and adaptable and look at what was essential knowledge in terms of prior learning.
- 12.10 The Headteacher provided governors with an update around an issue concerning a staff member's health and how that impacted their work in school. This had been discussed at the full governing board meeting in September and NS had sent governors some information about the matter prior to the meeting.
- 12.10.01 Governors noted that they were keen for school to make reasonable adjustments which were fair and supported the staff member's health and ability to do their job. They also noted that school had a duty of care to the children and the staff member's colleagues.
- 12.10.02 The Headteacher assured governors that school had taken health and safety advice around the matter. School had made an adjustment in the staff member's hours. The SBM was meeting with the staff member of a monthly basis and occupational health were also providing support. NS reported that he would meeting with the staff member and their union representative on November 11. There was discussion.
Resolved:
The staff member would continue to work on an adjusted timetable and this would be reviewed at the end of the year. School would also have conversations with the staff member's colleagues to monitor the impact on their workload. The staff member had written to governors and Bobbie Gresser said that she would respond on behalf of governors in her capacity as Chair of governors. **BG**
- 13.00 HEADTEACHER'S APPRAISAL**
- 13.01 The Headteacher's appraisal and pay progression had been discussed at the full governing board meeting in September.
- 14.00 TEACHERS PERFORMANCE MANAGEMENT**

- 14.01 The Headteacher explained that all members of the SLT had a number of staff they appraised. All staff had two targets which were driven by the Headteacher's targets and they had the option to choose a third personal target. Review meetings were held each term.
- 14.02 **Q:** Do staff get preparation time for the review meetings?
A: They did not get preparation time but they were given some staff meeting time to prepare evidence. The Headteacher noted that all work for the appraisal was integral to the teachers' job except for the case study which teachers had been asked to do this year. NS explained that the case study was around SEND which school was focusing on as an area to improve. He pointed out that pupil progress meetings would be done the week before the performance review and pupil progress was linked to targets. All subject leaders were given non-contact time to do half termly tasks and prepare for a deep dive.
- 14.03 **Q:** A governor asked for clarity about the personal target.
A: The Headteacher explained that each staff member had the opportunity to set a personal objective. E.g. to move from KS1 to KS2 to broaden experience.
- 14.04 **Q:** A governor asked if parental feedback was included in the appraisal. E.g. Anecdotal parental feedback about how the impact of learning was seen at home.
A: Parents of children with higher level SEND would be involved in SEND review meetings and could provide feedback then.
- 14.05 The Headteacher confirmed that teachers on MPS (main pay scale) who were eligible to progress to UPS (upper pay scale) had moved up.
- 15.00 HEALTH AND SAFETY AND PREMISES**
- 15.01 A health and safety and premises update had been sent to governors prior to the meeting. The update had included photographs of work done on premises.
- 15.02 The health and safety update had included an incident report.
Q: A governor asked why there were fewer incidents this year?
A: The SBM explained that school had implemented a wrist band system to indicate when a child had fallen or bumped etc. Initially the children had been keen to have a wrist band and been keen to report bumps etc. The wristband novelty had worn off and staff also had developed a better knowledge of first aid and were more aware of which incidents needed logging and which did not.
- 15.03 The SBM highlighted that school had just done first aid training and the focus had been on training TAs.

15.04 The Chair noted that she had uploaded slides from the health and safety training onto SharePoint. She said that she would include the link to the slides in the minutes. Chair/Clerk

16.00 EDUCATIONAL VISITS

16.01 An example of a trip pack and a list of trips for this term had been sent to governors prior to the meeting.

16.02 The Headteacher explained that Pauline, the deputy office manager, put the trip pack together and dealt with the risk assessments for visits. School did not fully follow the LA process and did not do the risk assessment through the Evolve system but NS was confident that school was adhering to correct process and procedure.

16.03 Governors were told that Pauline did the risk assessment, she sent it to the Headteacher and he approved it. NS explained that the risk assessment was annotated by hand.

16.04 Governors were keen to ensure that school was following statutory requirements. They suggested that it might be in the school's interests to follow the LA process with Evolve even if that was not a mandatory requirement. That would ensure that the risk assessment was filed and on record before the trip took place. The Headteacher said that he was going to a meeting. He would discuss the matter and report back to governors. Headteacher

17.00 DATE AND TIME OF NEXT MEETING

- Full governing board meeting: Thursday 1 December 2022 at 6.30pm
- Leadership and Management Committee: Thursday 26 January 2023 at 6.30pm

The Chair closed the meeting at 9.10pm