

CHAPEL ALLERTON PRIMARY SCHOOL FULL GOVERNING BOARD MEETING

Minutes of the meeting held on Thursday 2 December 2021 at 6.30 pm

PRESENT Bobbie Gresser (Chair) Nicholas Sykes (Headteacher)
Gemma Dolden Nahima Hussain
Tom Leech- from item A1 Sarah Perrigo
Amy Sanderson Sam Todd
Emma Wilson - from item A1

IN ATTENDANCE Sharon Burn (Clerk – Governor Support Service)
Sarah Priestley Turner (CA spaces) -for item A1

Not everyone was present at the beginning of the meeting, so it was agreed to change the order of items on the agenda.

1.00 APOLOGIES

1.01 Apologies were received and accepted from Mary Dailey and Eric Roussounis.

1.02 Mohammed Rafique was not present the meeting.

2.00 DECLARATIONS OF INTEREST

2.01 It was agreed that the Headteacher would ask the school business manager to check and ensure that all the register of governor interests forms had been completed and returned to the school.

2.02 There were no new declarations of interest.

3.00 MEMBERSHIP MATTERS

3.01 Gemma Dolden's term of office had ended in November. Governors were keen to retain Gemma's knowledge and skills on the governing board. Gemma had agreed to continue as a governor for another term of four years.

Resolved:

- Gemma Dolden was appointed to the governing board for a further four-year term.

3.02 There were no other membership matters to discuss.

4.00 MINUTES OF THE LAST MEETING

Resolved:

That the minutes of the meeting held on 30 September 2021 were accepted as an accurate record and the Chair was authorised to sign subject to the following amendments:

- Gemma Dolden was present at the meeting and should be included on the list of attendees.
- Minute 10.04 – Sam Todd needed to be included on the list of members of the Personal Development, Welfare and
- Behaviour committee.

ACTION

Headteacher

*Tom Leech and Emma Wilson joined the meeting.
Sarah Priestly Turner arrived.*

A1 PRESENTATION FROM CA SPACES

- A1.01 Sarah Priestly Turner had been invited to give a presentation to governors about the work CA spaces were doing within the local community. Sarah gave a power point presentation. The presentation slides were circulated, and Sarah expanded on main points.
- A1.02
- CA spaces was a voluntary group run by a committee of eight members. Its focus was all about creativity and anything that involved the local community.
 - CA spaces empowered people of all ages and backgrounds to get involved in the local community. It pioneered projects to develop small spaces in the locality. E.g. plant seasonal planting in local waste ground.
 - Greening the environment was an important focus. The group had a great volunteer base and was planting edible beds to grow fruit and vegetables. It was working with local foodbanks to signpost people to the fresh produce.
 - CA spaces did a lot of work with local artists. Art had been massively important during the COVID lockdowns. The Living Advent calendar last year had been a great success and more people had become involved this year.
 - After Christmas the group had created the project LS7 Superstars. 50 people had been nominated to become superstars including two teachers from the school.
 - The group had lots of projects on the go. It was reactive and responsive to current issues and was focused on working with local organisations to celebrate diversity and bring the community together. It had done a diversity fund raiser with local schools. It has worked had worked with Chapel Allerton Primary and raised £500 to spend on books specifically related to diversity.
- A1.03 Sarah expressed gratitude for the collaborative work the school had done with CA spaces. The Chair thanked Sarah for her presentation and for the work CA did with the school. Questions were invited.
- A1.04 **Q:** Did CA spaces network with other groups?
A: CA had relationships with all organisations locally. E.g., The black health initiative.
- A1.05 **Q:** How often did CA spaces work with children?
A: Sarah could not think of a project where children had not been involved. The colouring project for example, was based upon children's' ideas about autumn. The LS7 superstars were all people nominated by children.
- A1.06 **Q:** Was it through the schools that CA spaces worked with children.?

A: It varied. CA spaces reached out to local schools and nurseries but also used Facebook and word of mouth to promote its projects.

- A1.07 The Chair reported that she had discussed the next steps for the school grounds with Sarah and opportunities for funding. Sarah had a good knowledge of funding opportunities and how to work with local organisations.
- A1.08 It was noted that the little path from the front of the school to the carpark could be developed. It was suggested that the school could link up with the foodbank and the window boxes at the front of school could be used for vegetables.
- A1.09 The Chair suggested that the next step was for CA Spaces to link up with the school's outdoor learning group, the Green Team. The Green Team members were elected from across the school. It was agreed that the Headteacher would get some dates organised with Sarah in January.

Headteacher

Governors thanked Sarah for her presentation, and she left the meeting.

5.00 REVIEW ACTIONS AND MATTERS ARISING

- 5.01 Recruitment of associate members (minute 4.06 refers): It was reported that this was ongoing. The Chair and the SBM had a plan to recruit from local businesses and recruitment would be lined up with the governor skills audit.
- 5.02 Summary documents (minute 6.03 refers): It was reported that each committee had a tracker sheet to record actions which committee chairs kept updated. Sarah Perrigo said that she would access the document to record actions for the Leadership and Management committee.
- 5.03 Personal Development, Welfare and Behaviour committee (minute 10.04 refers): It was confirmed that Sam Todd was a member of this committee.
- 5.04 Governor training (minute 15.07 refers): The Headteacher said that he would do a presentation for governor about the new Ofsted framework at the next full governing board meeting. He noted that the framework had now been in place for two years, but the governors had not been able to look at it properly yet.
- 5.05 Amendments to the SIP (minutes 15.08-10 refers): It was confirmed that the amendments had been made.
- 5.06 Active Scheme (minute 17.12 refers): In response to a governor query the Headteacher reported that the school was not pursuing this, and the scheme would not be running in school during the Christmas holidays.
- 5.07 Growth Mindset (minute 17.13 refers): The Headteacher agreed

Headteacher
Agenda

Headteacher

to set up some training around restorative practice in the spring term.

- 5.08 Keeping Children Safe in Education (minute 21.02.02 refers): The governor responsible for safeguarding reported that the school's safeguarding and welfare officer (SWO) had confirmed that all staff and governors were up to date with safeguarding documents.
- 5.09 Teacher Pay policy (minute 21.03 refers): The policy had been circulated to governors for review prior to the meeting. The Headteacher noted that there were some slight updates to the policy, but it remained essentially the same.
- 5.10 Blogs for the website (minute 23.02 refers): The Chair had not received Tom Leech's blog. He agreed to resend it.

T Leech

6.00 SCHOOL IMPROVEMENT PLAN (SIP)

6.01 The Headteacher noted that the SIP had been shared with governors in September. It would be updated in the next couple of weeks after pupil progress and appraisal meetings. The update would be sent to governors before Christmas. NS pointed out that the SIP was a work in progress.

Headteacher

6.02 The Chair highlighted that Helen Davey, the school improvement advisor (SIA), had visited school two weeks ago. She had provided a report which had been circulated to governors along with the Headteacher's report. The top line was that the report was very positive. HD had been impressed by the Teaching and Learning policy.

6.03 Emma Wilson had joined the meeting with the SIA and the leaders of the working party groups. She reported that the big takeaway had been the quality of the Teaching and Learning policy and how all the other priorities led from that. It was strategic and was driving everything forward.

6.04 The Headteacher noted that he was pleased with the SIA's report. He highlighted that the SLT (senior leadership team) had spent time looking at each of the school's ambitions and when to introduce items. The school was looking to achieve more responsive teaching, which involved marking in real time and linking that to interventions.

6.05 The school wanted to see the children's learning journey become stronger and faster. Teachers were reviewing writing and outdoor learning. It was looking at SEND (special educational needs and disabilities) provision and how to meet the needs of more able children.

6.06 The SIA had included key points in bold, for the school to think about prior to her next visit in the spring. One key point highlighted was *implement, monitor and review*. Governors needed to be involved in that.

6.07 Emma Wilson noted that the SIA had been pleased a governor had taken part in her visit. HD had made suggestions for ways in which governors could take part in focused monitoring. E.g., attending a singing assembly or talk to the children about library books. These were practical suggestions. Governors needed to ask themselves ‘*What do I want to see in practice and what will it look like?*’

6.08 The Chair drew governors’ attention to the ‘Governor’s learning walk’ template which had been circulated prior to the meeting. She explained that she had modified it from Leeds for learning and it was intended to give governors a bit more structure when they made a monitoring visit. BG would appreciate governors’ thoughts on how they reported a visit. The Headteacher encouraged governors to try the new template.

6.09 The Chair highlighted that for governors, monitoring was about pulling out the actions from the action plans and looking for evidence of implementation. She reminded governors that there was an expectation that governors visit school once a term and asked governors to plan visits in.

6.09.01 It was acknowledged that for some governors there were still concerns about the risk of COVID. The Headteacher suggested that some monitoring could take place in the outdoor area later in the spring term.

6.10 The Chair pointed out that it was useful for governors to buddy up and do things in pairs. They could talk to each other.

6.11 The safeguarding governor highlighted that it was also an opportunity to think about safeguarding and what questions should all governors be asking about safeguarding. It was not just the safeguarding governor’s job to do that. The Headteacher agreed and pointed out that Ofsted would expect all staff to know how to respond if there was a safeguarding issue. In response to a request from the Chair, GD agreed to provide some suggestions for questions governors could ask which related to safeguarding.

6.12 The Headteacher reported that the SIA would be back next term for a visit linked to the school ambitions. She would also be coming to do a deep dive in reading. During the deep dive HD would focus on phonics, the teaching of reading, the quality of books and talk to children and staff. HD would do what Ofsted would do in a deep dive. Reading was not one of the school’s ambitions, but it was a Leeds priority. HD would provide a report about the quality of reading in school

7.00 GOVERNOR MONITORING OF SCHOOL IMPROVEMENT PRIORITIES

7.01 Governor monitoring had been discussed with the SIP. See above.

Governors

Chair
GD

8.00 QUESTIONS ABOUT THE HEADTEACHER'S REPORT

8.01 The Headteacher had sent a report to governors prior to the meeting. He highlighted key points.

8.02 Phonics

The Year 1 phonics screening had been deferred until the autumn term. The school had just done it in Year 2 this week. All schools had to do it. A document was circulated with the phonics screening data for this year and the previous four years.

8.02.01 The Headteacher noted that the results for last year had been a good surprise in the context of the pandemic. This year there had been a drop. He pointed out that the current Year 2 had experienced disruption to their education during their time in Reception and Year 1.

8.02.02 There was no published national data for last year or this year so the school could not yet compare the data with other schools. Ian Stokes was going to do an exercise at Christmas and look at data from other schools.

8.02.03 Eight weeks ago, the children had been at 61-62% so they had moved on. Teachers expected that by the end of the year the pass rate would be 90% so the gap would be closing by Year 3. The school had put support into Year 2 and was comfortable with the 10% drop in the current circumstances.

8.03 SEF (self-evaluation)

The SEF had been circulated to governors prior to the meeting. It had been updated to reflect the new ambitions. The school was judging itself to be good and the Headteacher thought that the SEF was a true reflection of where the school was at.

8.04 Equality and Well being

There had been a SEND training day. It was noted that the training day had helped to push along ownership of SEND by all staff. Previously there had been a lack of consistency across school in terms of each teacher having a good knowledge of the progress of their SEND children. There had been a tendency to allocate SEND provision to the TAs but now teachers were getting better at monitoring TA provision and SEND progress. Everyone received autism level 1 training. There had also been training around Lego therapy and Makaton.

8.04.01 **Q:** How many children were there in school who needed more visual communication?

A: It was about 20%. Visual communication was supportive for a lot of children. For example, in Year 1 the visual timetables were used with all the children.

8.04.02 **Q:** What would the school do about training for new staff.

A: The Headteacher accepted that was a good point to highlight. The school would have to think about induction for new staff.

- 8.04.03 A teaching assistant had done training around emotional literacy support and she would be doing some 1:1 work with four or five children in the spring term. A private company would also be running sessions to support emotional well-being in the spring term.
- 8.04.03.1 **Q:** How are you identifying the children for this support?
A: Staff would be consulted.
- 8.04.04 It was highlighted that the visit from South Yorkshire's first black police officer had been a great experience for the children. The Chair had been present and noted how impressed she had been by the children's behaviour at the event. They had been attentive and had asked appropriate questions.
- 8.04.05 The Headteacher reported that the staff Christmas party had been the biggest staff meal ever. It had been held at a local venue and had been subsidised by the school but the Headteacher thought that was the right thing to do. Governors agreed.
- 8.05 Curriculum
The school had given a big push to singing and had doubled the amount of specialist singing provision. There were singing assemblies every Tuesday as well as the instrumental sessions for Djembe and the Ukulele. Staff were receiving CPD (continuing professional development) training to upskill their music teaching. In the spring term there would be workshops for children with Rock Steady. The sessions would be from 1 until 4 pm one afternoon a week and would be for groups of nine children. Two free places would be provided for disadvantaged and Pupil Premium children.
- 8.05.01 **Q:** How good were the external music providers at including SEND children. Were they aware of the impact of noise on children with sensory issues?
A: SEND children had been included in the sessions and were enjoying them but it was acknowledged that the noise could be an issue for some children.
Q: It was pointed out that there might sometimes be issues around fine motor skills
A: The Headteacher agreed that would be another layer to look at.
- 8.05.02 The process of reviewing the long-term curriculum plans was continuing. It would take time to get the long-term plans right, but they were improving all the time. The school was looking at '*sticky knowledge*' E.g. What learning do we want the children to take away from the topic about Anglo Saxons?
- 8.05.03 With reference to outdoor learning and play, the school was creating more opportunities for outdoor learning. It had invested in 'Commando Joe's'. This was a scheme put together by ex-soldiers. It was a scheme of work and resources of things like crates and tyres. There were also on-line resources. The focus

was developing mental and physical skills. There would be training for one teacher from each year group and then teachers could go forward and use the resources.

8.05.03.1 **Q:** Would 'Commando Joe' be gender friendly?
A: The resources were diverse and had been thought through well. The scheme was about developing problem solving and survival techniques. The Headteacher suggested that it would be good for governors to come and see it being implemented.

8.06 **Tutoring**
This was new feature of school life. Mrs Heron was most of the way through the first seven-week block.
Q: How would the tutoring be assessed?
A: There would be work samples from the beginning, middle and end of the seven-week period. The children had been at working towards not expected standard, so the school was hoping to see progress.

8.07 **Staffing**
It was noted that COVID related staff absence had impacted on interventions.

8.08 **Premises**
There would be drainage work over Christmas and the land would be prepared for a pergola and seating. The school was hoping the LCC would do the roof work.
Q: What was the time frame for that?
A: The council was committed to jobs in other schools for this summer. Chapel Allerton should be on the list for next summer. In the interim the school would use some money to patch up leaks.

8.09 **Appraisals**
These had focused on maths. Observations had highlighted a lack of ability to concentrate in Year 1 which reflected the impact of COVID.

8.10 The Headteacher noted that there had been a good open morning and afternoon. Parent consultation meetings had been positive. This term had felt more like a true school experience. The Chair thanked NS for his report and expressed thanks on behalf of the governing board to the school staff for their continued work in the context of the current challenges.

9.00 COMMITTEE REPORTS

9.01 Quality of teaching, learning and assessment committee
The minutes had been sent to governors prior to the meeting. The Committee Chair highlighted that the Deputy Headteacher had done a great presentation about Rosenshine's Principles. TL asked if BP would send the slides out the rest of the governing board. The Headteacher agreed to ask her.

Headteacher

9.02 Leader and Management committee
The minutes had been sent to governors prior to the meeting.

The Committee Chair highlighted that the budget had been reviewed and it was sound. The new staffing structure was working well.

- 9.03 Pupil Development, Behaviour and Welfare committee
The minutes had been sent to governors prior to the meeting. The Committee Chair highlighted that behaviour had been discussed and this would be followed up at the next meeting. There had been a safeguarding report from the SWO, and GD would circulate this to governors. **GD**
- 9.03.01 The Deputy Headteacher had given a presentation on SMSC (spiritual, moral, social, and cultural) education), It had been good to see how SMSC was threaded through the curriculum. The Headteacher said that he would ask BP to share the slides with the full governing board. **Headteacher**
- 10.00 APPROVE THE MID-YEAR BUDGET REVIEW**
10.01 The budget had been scrutinised by the Leadership and Management committee.
Resolved:
The mid-year budget review was approved.
- 11.00 POLICY REVIEW (STATUTORY POLICIES)**
11.01 The Teacher Pay policy had been sent out to governors prior to the meeting. It had already been discussed (see item 5.09 of these minutes)
Resolved:
- The Teacher Pay policy was approved.
- 12.00 GOVERNOR DEVELOPMENT**
12.01 Nahima Hussain said that she needed to do the induction training. She would contact the SBM to arrange that. **NH**
- 12.02 Gemma Dolden highlighted that all governors needed to update safeguarding training. There was discussion. The Headteacher suggested that the training could be done on-line within a specific time window. E.g., January to March. Governors agreed to do the training on-line. NS said he would arrange that. **Headteacher governor**
- 12.03 There would be an online GSS question-and-answer session about premises on 14 January 2022. Amy Sanderson said that she would attend that. **AS**
- 12.04 Training of mindset and restorative practice had been discussed.
- 12A SAFEGUARDING QUIZ**
12A.01 Gemma Dolden had prepared a safeguarding quiz question.
Q: What would you expect a teacher to do if they had safeguarding concerns about another member of staff. When would governors need to become involved?
A: If a there was concern about a member of staff then that would be discussed with Headteacher. If the concern was about the

Headteacher then that would need to be referred to the Deputy Headteacher and the Chair of governors.
It was noted that most other safeguarding concerns would go to the school Safeguarding and Welfare Officer.

13.00 CHAIR'S BUSINESS

There was no business to report.

14.00 CLERK'S BUSINESS

14.01

The Clerk explained that she had asked if the dates for some of the spring term meetings could be rearranged. The SBM was in the process of arranging that.

15.00 ANY OTHER URGENT BUSINESS

There was no other business.

16.00 DATE AND TIME OF NEXT MEETING

16.01

The following date and time was agreed for the next full governing board meeting:

- Thursday 10 March 2022 at 6.30 pm

The Chair closed the meeting at 8.30 pm