

CHAPEL ALLERTON PRIMARY SCHOOL GOVERNING BOARD

Minutes of the meeting held on Tuesday 24 May 2022 at 6.30pm

PRESENT Bobbie Gresser (Chair) Nicholas Sykes (Headteacher)
 Mary Dailey Gemma Dolden
 Mohammed Rafique Eric Roussounis
 Amy Sanderson

IN ATTENDANCE: Sharon Burn (Clerk – Governor Support Service)

1.00	APOLOGIES	ACTION
1.00	Apologies were received and accepted from Tom Leech, Sarah Perrigo and Emma Wilson.	
1.02	The Clerk noted that Mohammed Rafique had sent apologies prior to the meeting held on 10 March 2022. The Clerk had been unable to attend that meeting and had forgotten to forward his apologies to the Chair. The Clerk apologised to Mohammed and his apologies were accepted retrospectively.	
1.03	Nahima Hussain was not present at the meeting.	
2.00	DECLARATIONS OF INTEREST	
2.01	There were no new declarations of interest.	
3.00	MEMBERSHIP MATTERS	
3.01	Eric Roussounis' term as a parent governor would end on 30 September 2022. It had been agreed at the last full governing board meeting that the school would have an election for a parent governor in July. There was discussion and it was agreed that school would do some promotion on the Facebook page about the value of the parent governor role and provide some information about what the role entailed.	Headteacher to arrange
4.00	MINUTES OF THE LAST MEETING	
4.01	Resolved: That the minutes of the meeting held on Thursday 10 March 2022 were accepted as an accurate record and the Chair was authorised to sign the minutes.	
5.00	REVIEW ACTIONS AND MATTERS ARISING	
5.01	Governor induction training (minute 5.08 refers): It was reported that Nahima Hussain was booked on induction training.	
5.02	Safeguarding training (minute 5.10 refers): Governors noted that they still needed to complete the on-line training. The Headteacher said that he would send them the link.	Headteacher
5.03	School roof (minute 8.07 refers): It was confirmed that the school roof had been discussed by the Leadership and Management Committee.	

5.04 **Review of information on the school website (minute 13.03 refers):** Action completed. Mary Dailey reported that the School Business Manager (SMB) had reorganised the school website. He had stripped it back to make it easier to find information. The website company had done an audit of the website and confirmed that it was compliant with statutory requirements. School had just needed to add in a statement around SEND (special educational needs and disabilities) and the SENDco (SEND co-ordinator) had done that.

5.06 **Representation during the SATs Process (minute 14.01 refers):** Action completed. Mary Dailey reported. that she had visited the SATs on Tuesday and confirmed that correct process and procedure was being implemented. The school had also had a successful external monitoring visit. MD commented on the calm atmosphere during the tests. The children had not been stressed. The Headteacher noted that the children enjoyed having breakfast before the tests and that helped to reduce stress.

5.07 **Training records (minute 10.05 refers):** Governors agreed that it would be useful to have a record of training. There was discussion and governors agreed the following:

- Training would be logged on an excel spreadsheet and a section would be added to include feedback.
- The training log could be kept in a folder on SharePoint.
- Mary Dailey would have oversight of the spreadsheet.
- The training log would be reviewed by the governing board on an annual basis.

5.07.01 The SBM would be asked to set up the training log and populate it as he booked governors onto training, but governors would be responsible for adding in the feedback notes. It was agreed that the SBM would be asked to populate the log retrospectively with the training governors had done this year.

Headteacher
to arrange
with SBM

5.07.01 The Chair noted that a record of governor visits and recommendations was also being set up on SharePoint and it would be useful to have that alongside the training record. Governors would be asked to make a note of their visit and of the staff they had met with.

Governors

6.00 **CURRICULUM UPDATE- OVERVIEW OF TEACHING AND LEARNING POLICY**

6.01 The Headteacher gave a presentation to governors which provided an overview of the Teaching and Learning policy. He explained that the policy was the seventh ambition of the school's Magnificent Seven. It was the ambition that was the widest ranging and had impacted on all teachers.

6.02 The document '*The Principles of Instruction*' had been circulated to governors prior to the meeting. During the presentation the Headteacher explained the principles which underpinned the

Teaching and Learning policy and how it was implemented in school on a daily basis. He talked about the research the Deputy Headteacher had done into Rosenshine's principles of instruction and how school had linked that into work it had done previously.

- 6.03 The Headteacher outlined the lesson structure and strategies teachers were using to consolidate learning and take it forward. NS highlighted the importance of giving children feedback quickly and how during teaching, staff used '*grouping and scooping*' to target children who needed additional support or further challenge. The focus was on delivering same day interventions. Children who were identified as needing additional support during a lesson in the morning would be given an intervention in the afternoon in readiness for the next lesson. There was discussion and governors asked questions.
- 6.03.01 **Q:** Was this approach to teaching and learning massively different from the school's previous teaching and learning policy?
A: School had always monitored teaching and learning and given feedback to teachers and teachers had always given feedback to pupils, but school had made this approach the focus for training, and it was backed up by the marking and feedback policy. This approach was about listening, looking, and talking to children. The school was asking teachers to be more responsive and target children during the lesson.
- 6.03.02 **Q:** Was this framework used in other schools?
A: All schools had a Teaching and Learning policy but NS was not sure if Rosenshine's Principles were used in other schools. He pointed out that there was a degree of flexibility in the school's policy. This approach did not suit every lesson and he wanted teachers to be aware of that.
- 6.03.03 **Q:** Was there a way of judging the value added between Key Stage (KS) one and two?
A: Every time school did pupil progress meetings it looked at the progress children had made from the previous key stage. NS pointed out that this year there were more children in the middle range and less in the higher achieving range. He stressed that school was keen not to cap the more able children.
- 6.03.04 **Q:** How did providing same day interventions work in practice?
A: It was difficult to maintain them when staff were absent.
Q: Were there contingency plans for that?
A: There were contingency teaching assistants (TAs) but there had been times this year when there had been too much absence to provide the interventions. TAs had been needed provide cover. Robust planning was in place but staff absence had met that it was not always possible to group and scoop.
- 6.03.05 **Q:** When school was recruiting, did it have this approach to teaching and learning in mind?
A: Candidates for teaching posts were always observed teaching and would be asked to reflect on their lesson. That gave school

an idea of how the teacher was able to evaluate their practice. NS explained that he would expect a teacher to understand assessment for learning (AfL) and would use the interview process to look for evidence of that understanding.

- 6.03.06 **Q:** Were there interventions for more able children?
A: There were sometimes but not as frequently this year. NS pointed out that this year there were not as many children working at greater depth and school was focused on getting children back on track. He noted that teachers were expected to give all children some quality time throughout the week. The class teachers would give the more able children challenge and opportunities to achieve.
- 6.03.07 **Q:** At the review stage at the beginning of a lesson, how did teachers identify children who had knowledge but were too shy to answer questions?
A: It was about the teachers having good relationships with the children, knowing them well and knowing what had been previously taught. The teacher would use targeted questions and know when to push, promote and support.
- 6.04 The Headteacher drew attention to the learning environment and explained that the aim was to create an organised, clutter free environment. School had a display policy and a labelling policy. In September all display boards in school would have the same background colour.
- 6.04.01 Each classroom had working walls for English and maths which reflected current learning. E.g. The English working wall would display the grammar that was being taught over the next couple of weeks.
- 6.05 Planning was based on previous assessment and expectations. The school did not have a format for daily planning, teachers could choose to do that in the way that worked for them. There was an agreed long term plan which covered the core subjects. Staff had worked on the long term plan on the training day.
- 6.05.01 The Headteacher highlighted *sticky knowledge* and explained that it was about learning school wanted children to retain. School staff had observed a geography lesson at another school and the teacher had used *flash back 4's* to prompt the children to think back to prior learning and retrieve it. NS explained that the flashback 4s were questions about topics the children had covered in previous years. School already used the strategy for maths. To use it for other subjects meant that teachers would need to have a good knowledge of curriculum progression and of what the children had learnt previously. Subject leaders were currently doing some work to ensure that *sticky knowledge* was threaded through their subject.
- 6.06 The Headteacher explained how school used learning partners to give children opportunities to articulate thinking and work

collaboratively with one another.

6.07 School was committed to equal opportunities. Children were invited to early morning sessions, prior to school start time E.g. to practice handwriting or times tables. These were children who might not get the support at home. It was an example of how school was trying to level up.

6.07.01 NS noted that school had worked with TAs to upskill them in terms of identifying how much support to give children and enabling children to develop skills as independent learners.

6.08 The Headteacher talked about the impact of the teaching and learning policy and what that looked like. It should be evident in positive relationships between children and staff, and a positive mindset. Children should be using meta-cognition, making connections and be prepared to take risks. Progression should be evident in books and books should demonstrate '*in the moment*' intervention.

6.10 The Chair thanked the Headteacher for the presentation and noted that governors might see 'grouping and scooping' in practice when they went into school to look at children's learning.

7.00 GOVERNOR MONITORING OF SCHOOL IMPROVEMENT PRIORITIES.

7.01 The Chair noted that the School Development Plan (SDP) had been circulated to governors prior to the meeting.

7.02 Mary Dailey reported that she had been in to school to look at outdoor learning. She had visited the Green Team and Commando Joe's and got an understanding of the planning and how it was implemented. MD confirmed that she had sent her report.

7.03 The Chair highlighted that she and Mary Dailey had attended the staff training day. Subject leaders had given a presentation on their ambitions and Amy had followed up on writing.

7.04 Referring to the SDP the Headteacher pointed out that Aspect 1, *Quality of Education* linked with the ambitions. School felt that it had taken staff on board and it was on track to achieve that ambitions. Teachers could see where the ambitions were going and could see that they were making a difference to pupils.

7.05 Highlighting *Behaviour and Attitudes* in the SDP the Headteacher noted that *Restorative Practice* and *Growth Mindset* had been rated as amber. He explained that in terms of restorative practice, teachers did talk to children and encourage them to be reflective but he felt that practice could be tightened up. NS wanted the vocabulary around that and growth mindset to be used more explicitly. The leadership day in July would be focusing on that. NS stressed the importance of getting it right.

7.05.01 **Q** School was keen for children to understand growth mindset and articulate restorative practice. Was that for Ofsted or was there value for the children to know that they were engaged in that.

A: It was about developing a way of thinking which supported resilience and confidence. Creating a sense of 'I can do'. School wanted the vocabulary to be more explicitly shared with children so that it became part of their thinking. NS noted that some teachers were better than others at weaving growth mindset vocabulary into their dialogue with children. School wanted to upskill all teachers.

7.05.02 The Headteacher noted that school was coming up for MindMate reaccreditation. School needed to prove that it was still working in the same positive way.

7.06 Drawing attention to *Leadership and Management* in the SDP, the Headteacher reported that writing moderation couldn't take place but there had been a face-to-face Leaders meeting which had been positive. School had been able to do catch-up monitoring in spring 2.

7.07 Referring to aspect 5 of the SDP, the Headteacher noted that the budget position was good and school would be able to go ahead with projects to improve the indoor and outdoor environments.

7.07.01 **Q:** Was the communication review ongoing?

A: The Headteacher would elaborate on that at the next meeting.

FGB agenda

8.00 **QUESTIONS ABOUT HEADTEACHER'S REPORT OR NOVACS RECEIVED (Notice of Visit and Contact)**

8,01 Prior to the meeting governors had received the Headteacher's report and the NOVAC from Helen Davey's visit on 29 March. The Headteacher expanded on main points and questions were invited.

8.02 It was highlighted that SATs for Years 2 and 6 had been taking place in May. For Year 2 the SATs had been done throughout May. The children had done the assessments in small groups and teachers had administered them well. The children had enjoyed the assessment activities and gradually worked their way through them during May. The results were good, better than expected and staff were pleased with them.

8.02.01 **Q:** With reference to the Year 6 SATS, were expectations being managed in terms of the fact that it was likely this year's results would not compare well with previous years. Were children and parents being supported in the context of that?

A: The Headteacher noted that it was possible the government would make an adjustment to the standards this year. That was an unknown.

He explained that school believed the percentage of children at ARE (Age Related Expectation) for reading would be good. The figure for children achieving Greater Depth would be lower than

previously.

Writing was teacher assessed. School had to make its own judgements and it was generally lower scoring.

NS said that school thought Reading, Writing, Maths combined this year was likely to be around 55-60% for ARE. In 2019 it had been 72%. He acknowledged that there might be more disappointment this year.

- 8.02.02 NS said that staff would talk to the children and to the high schools the children were moving to.
Q: Had the message about the SATs been shared with parents? Did they understand that the SATs had not been adapted despite the pandemic?
A: The reports would go out to parents along with the teacher assessment. Teachers will look at children's work with them and point out their progress. They will reassure them that progress will continue in high school..
- 8.02.03 Governors noted that this Year 6 cohort would be the first group of children to do the SATs post pandemic. The children had achieved a lot and that should be pointed out to them. The children should be proud of themselves. Governors were keen to ensure that parents had a clear understanding about the context of SATs this year and would be encouraged to celebrate their children's achievements. NS agreed to ensure that additional messaging would be provided to parents. It was noted that when the children moved to high school all the Year 7 children would be in the same position.
- 8.03 With reference to personnel and staffing the Headteacher highlighted that there had been internal interviews. There had been a good field of candidates. The school would be doing more TA interviews in June. NS pointed out that as staff gained more knowledge about the new Foundation Stage 2 (FS2) cohort, school would have a better understanding of support needs for September.
- 8.03.01 **Q:** With reference to Year 1 and Year 4, were there plans for additional support going forwards?
A: There would be additional support for Year 4 in place after half term. NS explained that usually in summer 2, Year 6 teachers gave some time to Year 5 but this year they would be giving that time to Year 4.
Q: Will school ensure a strong team for Year 4 going forward?
A: NS acknowledged that it had been a difficult year for Year 4 but assured governors that interventions were in place and a strong team would be in place for next year.
- 8.03.02 The Headteacher reported that he was sending two members of staff on a leadership course which had a strong coaching element. They would feed back to the rest of the staff team in July.
- 8.04 Highlighting premises, the Headteacher reported that school had

Headteacher

been granted some land next to the car park. It planned to use it for outdoor learning. Plans included a fire pit, a boggy pit and wooden seating. There would be improved surfaces in outside area for FS2 and FS2 which would enable the children to use the trikes more often.

- 8.04.01 **Q:** Had school got the costings back for the extension?
A: Not yet. NS pointed out that if the cost went over £20,000 he would have to discuss it with the governors.
- 8.04.02 The Headteacher advised governors that the Local Authority (LA) had changed clawback rules in relation to the budget. School could now only carry forward 8% instead of 15%. School had planned to allocate £12,000 per year over the next three years for roof repairs. There were also plans to decorate KS2, buy new furniture and have a personalised timeline outside the Headteacher's office. NS pointed out that these were presentational things which would last for a long time.
- 8.05 The Headteacher noted that the Cluster had appointed a new Safer Schools Police Officer (SSPO) who was a qualified police officer and would come into school to work with the children.
- 8.06 It was the Jubilee celebration in school this week. CA spaces had been involved. There was an art competition and a cake competition. The IT technician was going to film the activities. The Headteacher noted it was nice to be able to have a whole school event and invited governors to join the celebration.
- 8.07 The Chair thanked the Headteacher for his report. Referring to Helen Davey's report, she reminded governors that they needed to be mindful of a couple of recommendations. HD had recommended that governors should be included in some monitoring.
- 8.07.01 It was noted that HD would be coming back in July for a full day. The Chair highlighted that HD had given a glowing report and there was much to celebrate.
- 9.00 COMMITTEE REPORTS**
- 9.01 Quality of Teaching, Learning and Assessment
The Committee had met on 28 April. The minutes had been sent to governors and main points were highlighted.
- 9.01.01 The Committee had spent some time looking at writing books and Ruth Pickard had given a presentation on school's new approach to writing.
- 9.01.02 The reading deep dive had been discussed and the need for a validated phonics scheme. Mary Dailey reported that she had met with the school phonics lead to discuss Little Wandle.
- 9.01.03 The Committee had discussed progress lost due to COVID related absence, the attainment gap and the school's big drive to

improve attendance and punctuality.

9.01.04 Live marking had been talked about. The Committee had found it useful to look at children's feedback about the marking policy.

9.01.05 It was confirmed that school would be sending annual reports to parents.

9.02 Leadership and Management Committee
The Committee had met on 9 May. The minutes had been sent to governors. Main points were highlighted.

9.02.01 The budget had been approved and signed off. The forecast was looking good.

9.02.02 The school's contract with Chartwells had been discussed and there had been discussion about staffing. Statutory items had been covered.

9.02.03 Amy Sanderson reported that she had completed health and safety training. She said that the training had been valuable and suggested that it would be useful if more governors completed the training. She felt it was important to have more knowledge of health and safety in schools within the governing board. AS agreed to send her notes from the training to governors.

AS

9.03 The Personal Development, Behaviour and Welfare Committee would be meeting on 9 June.

10.00 APPROVAL (OR REPORT) OF FORMAL BUDGET FOR THE YEAR AND REVIEW OF THE VIREMENT LIMIT TO DETERMINE IF CHANGES ARE NECESSARY

10.01 There had been some discussion about the budget. (see items 7.07 and 8.04.02 of these minutes). It was confirmed that the budget had been approved by the Leadership and Management Committee. There had been no change to the virement limit.

11.00 SAFEGUARDING/CHILD PROTECTION

11.01 Gemma Dolden reported that she had arranged to meet with Zara, the school Safeguarding and Welfare Officer, to discuss the ARM (annual safeguarding monitoring). The deadline for the ARM had been extended. GD would be meeting with Zara in June.

11.02 GD reported that she had visited school during the spring term and met with pupils and staff. She had discussed MindMate and female genital mutilation (FGM) with staff. She had observed children's behaviour at playtime and spoken with children. GD confirmed that she had sent her report to governors.

12.00 POLICY REVIEW

12.01 It was confirmed that all staffing policies were up to date and on the website.

12.02 It was noted that the model Whistleblowing policy had been

updated by the LA in November 2021 and had not been reviewed by governors since then. It was agreed that the policy would be tabled for review at the next meeting.

FGB agenda

13.00 EVALUATION OF GOVERNING BOARD EFFECTIVENESS INCLUDING SUCCESSION PLANNING

13.01 The Chair said that she would do an evaluation of the governing board and that would go on the website.

Chair

14.00 ARRANGEMENTS FOR THE PERFORMANCE MANAGEMENT OF THE HEADTEACHER

14.01 It was reported that a meeting had been arranged for 14 July and would be attended by Bobbie Gresser, Mohammed Rafique, Amy Sanderson and Helen Davey.

Chair
MR
AS

15.00 GOVERNOR DEVELOPMENT

15.01 Training had been discussed. (See item 5.07 of these minutes).

16.00 CHAIR'S BUSINESS

16.01 Safeguarding Quiz

Q: What is the document which underpins safeguarding in school and how often do we need to look at it?

A: The document is Keeping Children Safe in Education (KCSiE) and all school staff and governors need to look at it every year.

16.02 The Headteacher drew governor's attention to the staff well-being survey. He reported that he had sent an email out to staff about points for discussion but no one had come forward as yet. NS noted that the survey had been positive in many areas.

17.00 CLERK'S BUSINESS

There was no Clerk's business.

18.00 ANY OTHER URGENT BUSINESS

There was no other business to report.

19.00 SET MEETING DATES FOR THE NEXT ACADEMIC YEAR

19.01 The Headteacher said that he would draft some suggested dates for next year and send them to governors.

Headteacher

20.00 DATE AND TIME OF NEXT MEETING

- 20.01
- Personal Development, Behaviour and Welfare Committee: Thursday 9 June 2022 at 6.30pm
 - Full governing board: Thursday 7 July 2022 at 6.30pm

The Chair closed the meeting at 8.50pm