

## CHAPEL ALLERTON PRIMARY SCHOOL GOVERNING BOARD

Minutes of the meeting held in school on Thursday 7 July 2022 at 6.30pm

**PRESENT**        Bobbie Gresser (Chair)                                Nicholas Sykes (Headteacher)  
                      Mary Dailey    Emma Heatley  
                      Tom Leech -from item 5.04                                Sarah Perrigo  
                      Mohammed Rafique from item 5.03                        Eric Roussounis  
                      Amy Sanderson

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

		<b>ACTION</b>
<b>1.00</b>	<b>APOLOGIES</b>	
1.01	Apologies were received and accepted from Gemma Dolden	
<b>2.00</b>	<b>DECLARATIONS OF INTEREST</b>	
2.01	There were no new declarations of interest.	
<b>3.00</b>	<b>MEMBERSHIP MATTERS</b>	
3.01	Nahima Hussain had resigned from the governing board due to a change in circumstances. This had created a vacancy for a co-opted governor.	
3.02	The Chair reported that today school had received an application from a prospective governor who lived locally and wanted to contribute to the community. BG shared the completed application with the other governors and it was agreed that she should arrange to meet with this potential governor.	Chair
3.03	Eric Roussounis' term as parent governor would be ending on 30 September 2022. It was confirmed that school had advertised the vacancy for a parent governor and hoped to complete the election before the end of term.	
<b>4.00</b>	<b>MINUTES OF THE LAST MEETING</b>	
4.01	<b>Resolved:</b> That the minutes of the meeting held on Tuesday 24 May 2022 were accepted as an accurate record and the Chair was authorised to sign the minutes.	
<b>5.00</b>	<b>REVIEW ACTIONS AND MATTERS ARISING</b>	
5.01	<b>Election for parent governor (minute 3.01 refers):</b> Action completed. See item 3.03 of these minutes.	
5.02	<b>Safeguarding training (minute 5.02 refers):</b> Action completed. The Headteacher confirmed that he had sent the link for the on-line training to governors. Some governors had already completed the training.	
5.03	<b>Training records (minute 5.07.01 refers):</b> Eric Roussounis reported that he had met with the School Business Manager (SBM) The record of visits had been set up in the shared file for all governors to record their visits to school. The SBM still needed to set up the training log on SharePoint and it was requested that	SBM -action completed

the SBM populate the log.  
*Mohammed Rafique arrived at the meeting.*

- 5.04 **Communication review (minute 7.07.01)** This was discussed under item .. of these minutes.  
*Tom Leech arrived at the meeting.*
- 5.05 **Safer Schools Police Officer (SSPO) (minute 8.05 refers):** A governor asked for clarity about the SSPO role. The Headteacher explained that school could access the support as part of the Cluster. The SSPO would be based at CATCH in Harehills and there was clear guidance around the role and what they could do in school.  
**Q:** What kind of issues would bring police into school?  
**A:** Sometimes school would access advice about parental issues or extremely unusual behaviour incidents in school. Sometimes the SSPO would come in a talk to the children about things like knife crime. The current SSPO had come into school for sports day. The Headteacher noted that most of the SSPO's work was in high schools.
- 5.06 **Health and safety training (minute 9.02.03 refers):** Amy Sanderson said that her notes from the health and safety training were in the training folder.
- 5.07 **Evaluation of governing board effectiveness (minute 13.01 refers):** The Chair noted that she had circulated a document yesterday for governors to look at. This was discussed under item 11 of these minutes.
- 5.08 **Headteacher's performance management (minute 14.01 refers):** It was confirmed that a meeting had been arranged for next week for the Headteacher's performance review.
- 5.09 **Meeting dates for next academic year (minute 19.01 refers):** The Clerk had arranged dates for next year with the Chair and the Headteacher. The dates had been shared with governors. See item 16.01 of these minutes.
- 6.00 GOVERNOR MONITORING OF SCHOOL IMPROVEMENT PLAN**
- 6.01 Tom Leech had visited school to lead singing workshops in preparation for the Jubilee celebrations before half term. TL reported that he had enjoyed the visit and had been impressed by the children's behaviour and their singing.
- 6.02 The Chair noted that Gemma Dolden had visited the Jubilee celebrations in school and had been impressed by the quality of the children's performances.
- 6.03 Mohammed Rafique had been into school and done a question-and-answer session with children. MR noted that the children had asked some good questions. The Headteacher pointed out that

the session had provided a good opportunity to talk about democracy and British values.

- 6.04 Mary Dailey reported that she had been in school to meet with the phonics leader, and they had talked about Little Wandle which was the phonics scheme school had decided to use. The Headteacher explained that school had looked at seven different schemes before deciding upon Little Wandle. The scheme had not been rolled out in school yet, but the resources had arrived and teachers in the Early Years Foundation Stage (EYFS) and Key Stage 1 (KS1) had done the training. KS2 staff would do the training next year.
- 6.04.01 NS noted that the scheme was very prescriptive and there were lots of repetitive activities but this reduced staff planning and workload. There were lots of catch-up materials in the scheme and children who needed additional support with the sounds which had been taught in the morning would do catch up activities in the afternoon.
- 6.04.02 **Q:** How were children affected if they had attended F1 (Foundation Stage 1) elsewhere and started phonics on a different scheme?  
**A:** The principles of all the phonics schemes were the same and all the same sounds would be taught. NS referred to a child who had joined Year 1 and had not previously done any phonics but was able to catch up with the class.
- 6.05 Amy Sanderson noted that she had met the SBM to talk about health and safety and had looked at records and fire safety measures. AS referred to the safeguarding quiz which was a regular feature of full governing board meetings and suggested that governors should think about a health and safety quiz.
- 6.06 The Chair reported that she had been in to school today. It had been the '*All are welcome here*' day. There had been an assembly to launch the day in the morning and a celebration assembly at the end of the afternoon. It had been a non-uniform day. The Headteacher told governors that Years 5 and 6 had done some work around the book *Race Cars*. Children in Reception and Year 1 had focused on the vocabulary of *kindness* and *friendship*.
- 6.06.01 **Q:** How did non-uniform days go down with children and parents. Did they enjoy them. Did they raise issues around inequality?  
**A:** The Headteacher thought that the children enjoyed non-uniform days. The days were often themed and staff would ensure that all the children had something appropriate to wear. E.g. something in an appropriate colour for a colour themed day.
- 6.07 In response to a request from a governor the Headteacher said that he would send governors a list of interesting things/special events going on in school next year.

Headteacher

6.08	The Chair reported that she would be meeting with the Special Educational Needs and Disabilities Co-ordinator (SENDco) next week to talk about SEND. She would send her report to governors in September.	Chair	
<b>7.00</b>	<b>QUESTIONS ABOUT THE HEADTEACHER'S REPORT OR NOVACS RECEIVED (Notice of Visit and Contact)</b>		
7.01	The Headteacher's report had been sent to governors prior to the meeting. NS talked about the key points.		
7.02	NS drew governor's attention to the section on standards and achievements and circulated the provisional/unvalidated results for 2022. He explained that school did not yet have the national data for 2022.		
7.02.01	Referring to the EYFS NS stated that the children had done well. 73% had achieved GLD(Good Level of Development).		
7.02.02	School was pleased with the phonics results. NS pointed out that last year the Year 1 children had not been tested in June so they had done the test in November. 75% of those children had passed the screening and that had risen to 90% when the children were retested this summer. Of the current Year 1 children 85% had passed the screening and that was a good result. NS noted that some Year 1 children had complex SEND (Special Educational Needs and Disabilities).		
7.02.03	In the KS1 SATs 68% of children had achieved the standard in RWM (reading, writing, maths) combined. The percentage achieving Greater Depth Standard (GDS) had come down in all subjects but school had anticipated that. NS reported that it was same children achieving GDS in each subject. He said that there were a number of children who had not been far from GDS who the school hoped could be moved to GDS.		
7.02.04	<p>The Headteacher reported that the Year 6 SATs results had arrived on Tuesday. School was disappointed with the results.</p> <ul style="list-style-type: none"> <li>• 82% had achieved the standard in reading, NS noted that reading was strong nationally.</li> <li>• The percentage for attainment in SPaG (spelling, punctuation and grammar) was 77%. School was happy with that. It was not far from the result in 2019.</li> <li>• With reference to writing the Headteacher explained that it was teacher assessed. School had not been moderated this year but teachers had still assessed as if they were being moderated and so had been rigorous. Teachers had warned the Headteacher that writing would be lower. Writing was 22% lower than reading. NS told governors that he had contacted the LA (Local Authority) assessment team and asked if they would come into school to see if school had been too harsh in its judgements.</li> </ul>		

- 7.02.05 The Headteacher told governors that there were some bright, articulate children who could write creatively but had not achieved the standard because they had not met requirements for the technical aspects. Governors pointed out that the results for SPaG had been good. NS explained that some children could answer closed questions about SPaG but when they were writing freely forgot to apply the rules. NS said it was an issue school needed to think about more.
- 7.02.06 The Headteacher drew governors' attention to maths. 66% had reached the standard in maths. NS explained that maths was taught in sets. This year there had been a larger than average lower set. He noted that it had taken some children a long time to be secure in the time tables. Not enough children had done their best in the maths test. NS thought that the result was fair.
- 7.02.07 **Q:** Reading and SPaG results were good. Was the dip in the other areas a result of the pandemic and home learning?  
**A:** Writing had been affected by home learning. It was the least well taught at home. Writing skills were taught well so Year 6 had started further back than normal.
- 7.02.08 **Q:** What was the difference between SPaG and writing?  
**A:** The SPaG test included 20 spelling questions and 40 questions of varying difficulty on grammar and punctuation. Questions about tenses, verbs etc. The writing was assessed on pieces of poetry, fiction and non-fiction writing that children did over a period of time. School had to provide evidence in the writing of e.g. use of semi-colon, a beginning, middle and end structure. The Headteacher noted that it was perhaps difficult for the children to apply SPaG rules when writing. Some children were creative but not technically good. This needed to be looked at further. NS said that going forward teachers would be doing CPD (continuing professional development) on marking and assessment.
- 7.02.09 **Q:** With reference to those children who had not reached age related expectations (ARE), would the schools they were moving to know where the support was needed?  
**A:** The results would be shared with the new schools. Some schools would test the children straight away and put them into sets.  
**Q:** Were the high schools modifying their approach to Year 7?  
**A:** The Headteacher had visited Carr Manor Community School and he knew that school was adapting its approach but he was not sure what other high schools were doing.
- 7.02.10 **Q:** How would school avoid sharing its disappointment with the KS2 results with children and parents?  
**A:** Teachers would meet with the relevant children on an individual basis and talk about the progress they had achieved. The Headteacher had sent a message out to parents to explain the context of the SATs this year.

- 7.02.11 The Headteacher noted that with a number of children school had focused the tutoring on writing.  
**Q:** Had the focus been on grammar or the creative aspects of writing? Was it the grammar that brought the children down?  
**A:** There might have been technical issues for some children but not all of them. Usually writing follows reading. NS said that it would be useful to get the external moderator in to look at samples of work and see if they picked up any common threads.
- 7.02.12 The Headteacher highlighted the Year 4 multiplication check. He explained that there was no standard threshold. There was a suggestion that the Department for Education (DfE) had an expectation that everyone should pass. NS and the leadership team had set the challenge that all children should know their time tables by the end of Year 3. At the end of term school was going to do the tests with Year 3 and Year 5 and decide where the emphasis needed to be going forward.
- 7.02.13 **Q:** Do you teach multiplication in a different way so children can apply their knowledge?  
**A:** One of the teaching assistants (TA) in school was a maths graduate and this TA was not convinced of the need for time tables. The Headteacher noted that he thought that if time tables were taught well the knowledge could be usefully applied and pointed out that some children enjoyed the challenge.
- 7.03 The Headteacher drew governors' attention to the curriculum and highlighted that a big piece of work on the curriculum had been taking place. Each subject leader had spent time on long term planning and had been given the task to break down the long term plan into units of work to be taught. An example of this work had been sent to governors alongside the Headteacher's report.
- 7.03.01 NS explained that class teachers had been given the medium term plans which included 'sticky knowledge' and they would use these plans in the autumn term as the basis for lessons. The aim was to achieve curriculum progression over the seven year journey through school. Teachers would have some freedom in planning activities for lessons but would need to ensure that they were covering the right knowledge and that linked with what had gone before and what would come next.
- 7.03.02 **Q:** Was revision of previous knowledge embedded in every lesson?  
**A:** Flashback fours was used in maths and there were elements of that in lessons for other subjects.
- 7.03.03 The Headteacher said that there was still some more work to be done on the curriculum planning. He pointed out that it was a big piece of work and a big job for subject leaders. Some staff members had been unhappy with the workload and time scale and had raised it with the union. NS had met with the union and listened to their alternative suggestions but had not felt that it was

a good alternative and had stuck to the original timeframe. He said that the School Improvement Advisor(SIA) had agreed with him that it was good to have the plans ready in July.

7.03.04 NS noted that school did not have a format for short term planning. There was some flexibility for teachers in terms of short term planning but teachers would be expected to use the long term and medium term planning. Some staff had already used the plans and could see the benefits of them.

7.03.05 **Q:** Did staff feel ownership had been taken away from them?  
**A:** It was possible that some teachers found the planning restrictive but school had to have subject leadership. It was the only way to make the curriculum work.

7.03.06 **Q:** Have subject leaders been good at modelling best practice?  
**A:** Some were better than others at that. Some teachers were more reticent.

7.03.07 **Q:** Was the Headteacher comfortable that there was a management structure in school which had been able to affirm the value of the work on the curriculum with those members of staff who had found it tricky?  
**A:** The Headteacher said that the reasons for sticking to the deadlines had been discussed with staff. He noted that there was still work to be done in some subjects and support would be given to subject leaders for that.

7.03.08 **Q** Was morale better?  
**A:** The Headteacher noted that it had been a minority of staff who had been unhappy about the deadline for the curriculum planning.

7.03.09 The Chair asked the Headteacher to pass on the governing board's gratitude to staff for the work they had done on the curriculum planning. She noted that the plans were very clear and would be impactful. It was good to have them in place ready for September.

**Headteacher**

7.04 The Headteacher focused attention on staffing. He reported that recruitment had been more challenging than ever. There were still three or four TAs to recruit. School had done some recruitment but there had been some late unexpected changes. E.g. one newly recruited TA had given backward today.

7.04.01 **Q:** How did school advertise?  
**A:** School had advertised using the usual channels and the SBM had put messages out of Facebook. NS said that other headteachers had reported difficulties in recruitment this year.

7.04.02 The Headteacher highlighted that some support staff were leaving the school to go on to do teacher training and that was a positive thing. There had been internal promotions for TAs.

- 7.04.03 **Q:** A governor noted that a TA would be delivering PE lessons next year and asked if that had funding implications. Would the funding for PE be used to fund the HLTA (higher level teaching assistant) to deliver PE lessons in the afternoons?  
**A:** PE funding would fund that. The TA would be delivering PE across all years and school would not use the external provider.
- Q:** Did the TA have the skills for the whole range of the PE curriculum?  
**A:** Yes. The staff member used to work for PE partners.
- Q:** Was there still scope for school to use other PE specialists?  
**A:** Yes school would still do some work with other PE providers. E.g. Leeds Rhinos.
- Q:** Would staff still teach PE?  
**A:** Yes. The class teachers would teach the second weekly PE lesson.
- Q:** Would there be cover if this particular TA was absent?  
**A:** Yes. The other HLTA's would provide cover.
- 7.04.03.01 The Headteacher pointed out that providing an HLTA for PE was £3000 cheaper than using the external company. External PE providers might still do some after school clubs.
- 7.04.04 **Q:** A governor noted had been issues with staffing in Year 4 this year and those children would be given additional support as they move into Year 5. The governor asked was there a risk the issues in Year 4 would continue?  
**A:** The Headteacher acknowledged that there were still issues around staffing in Year 4 which were health related. Staff had done booster sessions in Year 4. The hope was that staff health issues would improve. NS noted that the issues were related to the impact of the pandemic.
- 7.04.05 **Q:** A governor referred to a member of staff who had been moved into a new year group and asked if they were comfortable with the move.  
**A:** The staff member was being supported with the move.
- 7.05 The Headteacher drew governors' attention to premises. He shared the plans with governors for the development of the recently acquired outdoor space near the carpark. NS reported that it had cost about £17,500 to acquire the land, fence it and resource it. The area would be fenced in a way to allow Reception children to access it for outdoor play and another class to use it at the same time. NS explained that work to develop the area would be ongoing for the next few years.
- 7.05.01 Referring to work on the school interior NS noted that there had been some painting done and school looked better.

7.06 Alongside his report the Headteacher had circulated the following NAHT policy briefing:

- The *Opportunity for all* White Paper and the Schools Bill.

NS noted that the White Paper would change how every school operated by 2030 and said that governors would need to look at the document next year. Simon Flowers from the Leeds Learning Alliance (LLA) would come to talk about the implications of the White Paper to governors.

7.06.01 There was discussion. It was noted that the school was an associate member of the LLA . NS stated that the LLA was a good thing to be part of. Governors agreed that the ethos and mission of the LLA were in line with the values of the school. NS said that he would continue to go to LLA meetings. He had offered the school as an example of work on the curriculum.

7.06.02 **Q:** At what point would the school become full members of the LLA?

**A:** There would be an opportunity to review and revisit questions and concerns. There was no need to rush to decide within the next year.

7.07 The Headteacher highlighted that staff had gone to York St John University to showcase the work on Hidden Narratives. People at the event had been impressed by the school's work. Governors asked NS to pass on their congratulations to staff.

Headteacher

7.08 The Communication Plan for 2022/23 had been circulated to governors along with the Headteacher's report. NS reported that Operoo was the new communication system. Training for it had been well received by the office staff. They thought that it would be time saving.

7.08.01 Governors liked the Communication Plan and noted that it was useful.

**Q:** Was Operoo parent facing at all?

**A:** Operoo would be used for the form filling aspect of communication. It had proved useful for the new starters.

7.08.02 Governors noted that it would be worth reviewing the Communication Plan next term.

## **8.00 COMMITTEE REPORTS**

8.01 The Personal Development, Behaviour and Welfare (PDBW) Committee had met on 9 June. The minutes had been sent to governors prior to this meeting. In the absence of Gemma Dolden the Committee Chair, Bobbie Gresser highlighted the main points.

8.01.01 The Deputy Headteacher had done a full presentation to the Committee about the Protected Characteristics and had shared

texts school was using to represent diversity.

8.01.02 The Committee had looked at attendance and the work school was doing to improve it. The Headteacher added that school was continuing to work with targeted children. He and the school Safeguarding and Welfare Officer (SWO) would be looking at children again this week. NS said that school would be involving the Cluster in the autumn if the attendance for some children did not improve.

8.01.03 The Committee had looked at the action plan for MindMate. The Headteacher reported that school had now sent in evidence for reaccreditation. Someone would come to school to do a reassessment.

8.01.04 The Committee had looked at the behaviour reports from CPOMS. BG confirmed that there had been nothing to cause any alarm.

8.01.05 It was confirmed that the Committee had completed all its statutory duties.

## **9.00 SAFEGUARDING/CHILD PROTECTION**

9.01 The Chair noted that Gemma Dolden had circulated her safeguarding monitoring report for June 2022 earlier today. It was a detailed report and no concerns had been raised. There had been one action left over from last year around supervision but that was now in place.

9.02 **Q:** Do we need to be doing more on on-line safety which is a big issue now. Would the SWO be able to talk to governors about it?  
**A:** On-line safety was part of the curriculum. There were issues around it. The Headteacher pointed out that a lot of the problems were around a lack of parental policing.  
**Q:** Could school do more work with parents around it?  
**A:** The Headteacher noted that there had been work done in the past. E.g. Around Fortnite. Technology and social media was changing quickly and it was a challenge to keep up with the implications it had for children. The Chair suggested that it could be a priority for the PDBW Committee to look at next year. NS agreed to ask the technology leader to talk to the Committee about it.

Headteacher

## **10.00 POLICY REVIEW**

10.01 The Medicine policy had been circulated to governors prior to the meeting

### **Resolved:**

The Medicine policy was approved and adopted as presented.

10.02 The Nut policy had been circulated to governors prior to the meeting.

### **Resolved:**

The Nut policy was approved and adopted as presented.

10.03	<p>The Whistleblowing policy had been circulated to the Leadership and Management Committee in May. The Headteacher noted that it was an LA model policy. It was agreed that the SBM would be asked to send the policy to all governors for review. Governors were asked to email any questions or concerns they had about the policy within seven days.</p> <p><b>Resolved:</b> The Whistleblowing policy would be approved and adopted subject to no objections or queries raised in the time frame as specified above.</p>	Governors
<b>11.00</b>	<b>EVALUATION OF GOVERNING BOARD EFFECTIVENESS INCLUDING SUCCESSION PLANNING</b>	
11.01	The Chair noted that she had circulated some notes reflecting on the governing board's effectiveness this year. She explained that she had looked to see where governors had provided challenge and support and what the impact had been.	Governors
11.02	There was discussion about the evaluation of the governing board's contribution and impact. Governors agreed that they felt that they had contributed to the school's work around the seven ambitions. The ambitions had been developed out of feedback from all stakeholders. Governors had been involved in developing the framework for the seven ambitions. It was noted that Tom Leech had been active in supporting the school's ambition for music. Governors had been proactive in challenging school about how it was using grant funding.	
11.03	Governors noted that they had reviewed their own efficiency and ensured they had relevant skills. It was agreed that training needed to be captured on the training log.	
11.04	The Chair pointed out that the evaluation was not about governors taking credit for school's development but about reviewing support and showing impact. She asked governors to look at the notes she had sent and see if there was anything that had been missed.	
11.05	It was agreed that the review would go on the website when it had been completed. The Headteacher suggested that it should be sent home as a letter to parents. It would make parents more aware of the role of governors. It was agreed that the letter would be sent out by the end of term.	Chair Headteacher
<b>12.00</b>	<b>GOVERNOR DEVELOPMENT</b>	MD AS
12.01	It was reported that Mary Dailey and Amy Sanderson were going to do phonics training.	
12.02	Amy Sanderson said that she was going to do performance management training and finance training in October. She noted that there were some other courses she had enquired about and she would look at the dates for those in September.	AS
<b>13.00</b>	<b>CHAIR'S BUSINESS</b>	

- 13.01 The Chair pointed out that it would be Sarah Perrigio's last meeting. Sarah had decided to stand down from the governing board at the end of the school year. Governors expressed their heart felt thanks to Sarah for her contribution to the governing board. The Headteacher said that Sarah had joined the board at a difficult time for the school and she had changed the staff's perception of how governors could work with school. He had learned a lot from working with her.
- 13.02 Sarah said that she had enjoyed being a governor. She wished the governing board and the school well going forward.
- 14.00 CLERK'S BUSINESS**
- 14.01 There was no Clerk's business.
- 15.00 ANY OTHER URGENT BUSINESS**
- There was no other business to report.
- 16.00 SET MEETING DATES FOR THE NEXT ACADEMIC YEAR**
- Autumn**  
Full Governing Board – Thursday 29 September 2022 at 6.30pm  
Personal Development, Behaviour and Welfare (PDBW) Committee - Tuesday 1 November 2022 at 6.30pm  
Quality of Teaching Learning and Assessment (QTLA) Committee - Tuesday 8 November 2022 at 6.30pm  
Leadership & Management (L&M) Committee - Thursday 3 November 2022 at 6.30pm  
Full governing board - Thursday 1 December 2022 at 6.30pm
- Spring**  
L&M - Thursday 26 January 2023 at 6.30pm  
QTLA - Tuesday 7 February 2023 at 6.30pm  
PDBW - Thursday 2 March 2023 6.30pm  
FGB - Thursday 9 March 2023 at 6.30pm
- Summer**  
L&M - Thursday 27 April 2023 at 6.30pm  
FGB - Tuesday 23 May 2023 at 6.30pm  
QTLA - Tuesday 2 May 2023 at 6.30pm  
PDBW - Thursday 8 June 2023 at 6.30pm  
FGB- Thursday 6 July 2023 at 6.30pm
- 17.00 DATE AND TIME OF NEXT MEETING**
- Thursday 29 September 2022 at 6.30pm
- The Chair closed the meeting at 9.00pm