

would be ongoing over the next couple of weeks. The results would be looked at by the Teaching and Learning Committee.

- 5.03 The teaching assistant who was taking on the role of pastoral worker had settled into her new role. She had a case load and was monitoring that.
- 5.03.01 **Q:** A governor asked where the pastoral role fitted within the school team?
A: The pastoral worker was managed by the Deputy Headteacher and the Special Educational Needs and disabilities co-ordinator (SENDco). The Headteacher explained that the Safeguarding and Welfare Office (SWO) provided most of the day-to-day support for families. He noted that the pastoral role included staff welfare. Staff members had the opportunity to talk about their wellbeing.
- 5.03.02 **Q:** Was the pastoral worker trained?
A: The pastoral worker had done training. She had done that in her own time.
- 5.03.03 With reference to equalities, the Headteacher pointed out that the school took part in the work being done by the Leeds Learning Alliance (LLA). The school was a full member of the LLA. NS noted that some schools had associate membership. The school was continuing to work with the Hidden Narrative consultant, had done work on the history curriculum to ensure that it was reflective of the local community and was now branching out into other subjects.
- 5.03.04 Sam Todd, the staff governor, provided some detail about how school had threaded the work on Hidden Narratives through the curriculum. She explained that Vanessa worked with one teacher from each year group and school was moving on from the focus on history. It needed to ensure that diversity was represented throughout the curriculum.
- 5.05 Referring to the curriculum, the Headteacher told governors that by Christmas, school would have revised all the foundation subjects. He noted that school had set itself the goal of refreshing planning for the foundation subjects to ensure that there was better progression and better links to previous learning.
- 5.05.01 There were six occasions throughout the year when subject leaders would be allocated tasks to do, and they would be given time for that. School wanted to ensure that it had a broad, progressive, continuous curriculum and that would all be in place by Christmas.
- 5.05.02 The Chair highlighted that a lot of work and time had gone into the review of the foundation subjects, and she expressed a big thank you to staff on behalf of governors.
- 5.05.03 Sam Todd told governors that the work school had done on the planning had been valuable. She pointed to art in Year 6 as an

example and noted that looking at progression and being aware of what had been taught previously in art had been useful. It had made a positive impact on the quality of art in Year 6.

- 5.05.04 The Headteacher acknowledged that staff were tired. There had been a lot of new planning to deliver, and it had been hard work. Alongside the changes to the foundation subjects school had introduced the new phonics scheme. NS said that after this first year school would have delivered a full cycle of planning and it would be easier next year. There might need to be some tweaks to the planning, but the bulk of the work would have been done.
- 5.05.04 Referring to phonics, NS noted that Helen Davey, the School Improvement Advisor (SIA) had been in school yesterday. She had reviewed phonics and given positive feedback.
- 5.05.05 **Q:** Referring to the planning for foundation subjects, a governor asked how the lessons had been received by children.
A: All subject leaders had done interviews with children and the children were talking about the skills they were learning and using appropriate vocabulary.
- Q:** Would the children be honest if their teacher was asking them questions about the lessons.
A: The subject leaders were interviewing the children so not necessarily their class teacher. Examples of questions asked were: *Tell me about your work? What else would you like to learn?*
- 5.05.06 NS highlighted that knowledge needed to stick. The focus was on sticky knowledge and essential knowledge. Teachers were asked to include in every topic lesson a look back at previous learning. They had initially been planning six questions about prior knowledge but now they were asking three. Instead of *super six*, it was *remember me three*.
- 5.05.07 The Headteacher had supported staff with training and providing additional time but as they delivered the planning they had encountered extra tasks. E.g., Researching and exploring resources such as video clips. NS had changed the focus of staff meetings to give some time for practical tasks. E.g., things like writing moderation.
- 5.05.08 There was discussion about directed time. The Headteacher explained how directed time worked. Directed time was specific about the time teachers should be present in class in the morning and afternoon, and it included staff meetings and training days. NS pointed out that teachers would still need to do work beyond directed time and they were expected to organise that themselves.
The NEU (National Education Union) representative had met NS in October and had pointed out that staff did not have a directed time calendar. NS had done one. He had agreed it with the NEU representative, and it had been shared with staff.

Q: Had there been any feedback from staff?

A: Not particularly. The Headteacher said that staff understood the principle of directed time.

5.06 The Headteacher drew governors' attention to absences. He noted that there had been some lengthy absences amongst staff. One member of staff had health issues as a result of COVID and school had adjusted that staff member's hours.

Q: Had that staff member had a change of contract?

A: Yes. It had been changed for the rest of the year and it would be reviewed. The staff member might be able to go back to their full working hours by next September.

5.06.01 **Q:** How had school managed the absence of the SWO?

A: There were three members of staff who were trained up for a higher level of safeguarding and they had been able to absorb the extra work.

5.07 The Headteacher referred to pupil numbers. It was noted that they were currently strong. School was above 60 children in a couple of year groups. The children had settled in well. Nursery numbers were expected to go to 72 in January.

5.07.01 **Q:** A governor noted that pupil numbers were falling across Leeds and asked if there was any data about numbers going forward.

A: Numbers were falling. The Headteacher reported that he had been to a recent Cluster meeting which had looked at birth rate data and NHS data. Numbers looked reasonably stable in the Chapel Allerton area. They were not as high as they had been but there should be 60 children wanting to join school going forward.

5.08 Highlighting parents and the community the Headteacher noted that there had been some popular community events. The discos had been popular. Open days for prospective parents had been well attended. Year 6 children had been tour guides and they had done a good job.

5.09 Referring to premises NS highlighted that leaks had been causing problems and the roof needed replacing. The School Business Manager (SBM) had made a phone call this week to the LA and it had been confirmed that about a quarter to a third of the work to the roof would be done next summer.

5.09.01 **Q:** Was there anything for governors to be concerned about in terms of risks created by leaks.

A: The roofing company the school used were responsive and would come immediately to repair any damage caused by leaks. There was a risk that a tile could fall as a result of a leak and school was vigilant in monitoring that.

5.09.02 **Q:** A governor noted that lighting had not yet been added to the walkway created by the garden extension.

A: The Headteacher explained that there had been difficulty in

getting cable across to the lighting. He would follow that up with the site manager. The Chair pointed out that it was important to have functional lighting now that the days were shorter.

- 5.10 The Headteacher reported that staff had done moderation with other schools in the Cluster. Staff had been able to talk about judgements with other teachers and that had been a useful process.
- 5.10.01 Subject leaders were doing training with other schools in the Cluster. Everyone was looking at intent statements. NS pointed out that everyone was working together post COVID to get the schools back on track. Sam Todd confirmed that working with the Cluster was valuable and helpful.
- 5.10.02 The Cluster was working with the school on attendance. School had sent letters out to families where attendance was of concern. There were about three stubborn cases, and the Cluster was involved with these. NS told governors that school looked for patterns where attendance was poor and tried to work with families to change habits. E.g., by offering access to breakfast club.
- 5.10.03 **Q:** Was there any cost for the Cluster support?
A: School could only access the Cluster support after 12 weeks of poor attendance and school had to show that it had made efforts to improve attendance.
- 5.11 The Headteacher noted that the appraisal cycle was underway. All staff had met with their appraisal leader and the first round of observations had been completed.
- 5.12 There was discussion about a complex bullying issue involving a group of Year 6 girls. The Headteacher told governors that school had addressed the issue and was doing some training with the perpetrators. He explained that the situation had been exacerbated by parental response and had not been resolved. School continued to be aware of the situation.
- 5.12.01 **Q:** Was the bullying in person or on-line?
A: It was all in person. NS pointed out that sometimes in Year 6 friendship groups the dynamic changed, and this created tension.
- Q:** Were the girls getting support?
A: School was providing support to the two main perpetrators. That included Lego therapy and circle time which focused on friendship.
- Q:** Had the situation affected the rest of the class?
A: Not really. The other children had not been drawn into it.
- 5.12.02 The Chair noted that the issue had been reported to governors. The Deputy Headteacher had dealt with the parents involved but had referred one of the parents to the Chair. The parent had not

made a complaint but had been upset by the situation. The Chair warned governors that there might need to be a complaints panel to deal with the situation at some point.

5.12.03 NS and the staff governor assured governors that staff, including lunchtime staff, were being extra vigilant in monitoring the issue.

5.12.04 **Q:** It created extra pressure for staff. How had they been?
A: NS acknowledged that it was upsetting and stressful for staff.

5.12.05 **Q:** Was there any sense of why the child doing the bullying was doing it?
A: School had discussed that. The child had had challenges before. The Deputy Headteacher had done most of the work with the parents involved but she had felt supported by school. The Chair noted that school was doing a good job in dealing with the issue.

5.13 The Headteacher highlighted that the school had received some compliments about the behaviour of the children. He noted that on 6 December school would be visited by the MindMate accreditation assessor. MindMate was working well, and school was confident about the assessment. NS told governors that the MindMate consultant had asked if there was a named governor for MindMate. Gemma Dolden agreed to adopt that responsibility and she said that she would try meet with the assessor in school. The Chair said that she would try to arrange to have a conversation by phone with the assessor. Sam Todd said that if it was not possible for governors to speak to the assessor she would ask for some questions to convey to governors.

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6.00 **STRATEGIC PLANNING**

6.01 The Self-Evaluation Form (SEF) had been sent to governors prior to the meeting. The Headteacher explained that the SEF was updated annually and had been drafted with the SLT. He asked governors if they felt that it was reflective of the school and if they recognised the identified strengths and areas for improvement.

6.02 There was a detailed discussion about the SEF. Governors said that they liked it but noted there were gaps. The following points were made.

- There had been a big focus on SEND in school but that did not really come through in the SEF.
- The improvements to the outdoor learning environment did not come through in the document and neither did the focus on writing.
- Governors suggested that there should be more reference to *impact* and more use of phrases like *sticky knowledge*. It was noted that the SEF talked a lot about monitoring but there needed to be detail about the impact of monitoring.
- In the section for *Personal Development*, there should be more focus on the pastoral support role and health and well-being should be highlighted.

Governors agreed that all the necessary information was there in the SEF but suggested that some points needed emphasizing more

6.03 It was noted that Ofsted would not look for evidence of impact in the SEF. The Headteacher pointed out that the SEF opened up lines of inquiry. Ofsted would look at those and then look to see how the SEF interacted with the School Development Plan (SDP) and how it was implemented in practice.

6.04 Governors noted that their role was to challenge senior leaders to show evidence of impact. Governors needed to look at the SEF and the SDP and then look for evidence of impact by observing practice and scrutinizing the data. It was agreed that governors needed to think about how they were documenting their monitoring.

6.05 It was suggested that the committee chairs could pull out the strategic elements of the SEF and the SDP and link them to case studies to look for evidence of impact. E.g., the PDBW Committee would look at a case study relating to safeguarding or SEND provision. The Chair pointed out that governors had discussed a bullying issue during this meeting (see item 5.12 above) and that threaded back to restorative practice and the role of the SWO.

6.06 The Headteacher said that he would share governors' comments about the SEF with the SLT and they would edit it in the context of this discussion.

Headteacher

7.00 GOVERNOR MONITORING OF SCHOOL IMPROVEMENT PRIORITIES

7.01 The SDP had been sent to governors prior to the meeting. The Headteacher pointed out that governors had already looked at the document earlier this autumn and noted that it set out the actions school was going to take to achieve ambitions. At the end of each half term the SDP was reviewed, and RAG (Red, Amber, Green) rated.

7.02 The Headteacher pointed to the green annotations in the autumn term column. He highlighted that information about cost was included. E.g., cost of cover time for subject leaders. This linked to the impact of training and linked back to discussions at the Leadership and Management Committee meeting.

7.03 Governors suggested that the SDP could include more detail about the work governors had done. E.g. The PDBW had looked at attendance in detail and the QTLA Committee had looked at floor-books.

7.04 Referring to the *Additional Elements* section of the SDP a governor noted that communication was no longer there and suggested it should still be included. Operoo had been implemented and communication was more stream lined but it still

	needed to be reviewed.	
7.05	It was noted that governor monitoring added weight to the SDP. The Headteacher said that he and the Deputy Headteacher met after committee meetings and discussed and reflected upon governors' questions.	
7.06	It was agreed that going forward, committees would continue to focus on relevant aspects of the SDP. E.g., the PDBW Committee would monitor MindMate and look to see how it was implemented consistently through school. Governors would copy and paste the relevant bits of the SDP into monitoring reports. The full governing board meetings would be used to update and reflect back on what had been discussed at committees.	Committee Agendas FGB agenda
8.00	MINUTES OF THE LAST MEETING	
8.01	Resolved: That the minutes of the meeting held on Thursday 29 September 2022 were accepted as an accurate record and the Chair was authorised to sign the minutes.	
9.00	REVIEW ACTIONS AND MATTERS ARISING	
9.01	Declaration of interests and Code of Conduct (minutes 3.01 and 5.01 refers): Action completed. All governors had completed and signed the documents.	
9.02	Learning walk template (minute 9.02.02 refers): Action completed. The Chair confirmed that she had updated the template.	
9.03	Membership matters (minutes 12.01 and 12.02 refers): Action completed. The Clerk had updated governing board information on Leeds for Learning.	
9.04	Promoting diversity on governing board (minute 12.03 refers): The Chair highlighted that the board was looking to recruit two associate members. She planned to meet with the parent who had expressed an interest in becoming a governor but had not been elected in the recent parent/governor election.	
9.04.01	The Chair also suggested that it would be worth doing a governor skills audit. The Headteacher confirmed that there was money in the budget for that.	Chair to arrange
9.05	Safeguarding training (minute 14.02 refers): It was agreed that governors would refresh safeguarding training.	Governors
9.06	Training and visit log (minute 14.03 refers): Governors were reminded to keep the visit log updated.	
9.07	Special events (minute 14.05 refers): Action completed. The Headteacher confirmed that he had sent out some information about special events. He noted that governors could also access the information through Dojo.	

9.08	Monitoring report (minute 14.06): Action ongoing. The Chair said that she still needed to complete the report.	Chair
9.09	Communication plan (minute 14.09 refers): Action completed. The plan had been reviewed by the Leadership and Management Committee.	
9.10	Class Dojo (minute 16.05 refers): Action completed. It was confirmed that all governors had been added to Class Dojo.	
10.00	COMMITTEE REPORTS	
10.01	<u>Leadership and Management Committee</u> The Committee minutes had been circulated to governors prior to the meeting. Emma Healey highlighted key points.	
10.01.01	The budget had been reviewed. It was looking tight but all schools were facing the same challenge. School would be alright for the next two years. There would be a deficit in year three.	
10.01.02	There had been a big focus around staff well-being. There had been discussion about CPD (continuing professional development) and about evidencing the value of CPD.	
10.01.03	The next Leadership and Management Committee meeting would be on 26 January 2023 at 6.30pm.	
10.02	<u>Quality of Teaching, Learning and Assessment (QTLA) Committee</u> The Committee minutes had been circulated prior to the meeting. Tom Leech, the Committee Chair, highlighted key points.	
10.02.01	The Committee had scrutinised and discussed the data summary. There had been a focused look at writing.	
10.02.02	The Deputy Headteacher had delivered a PowerPoint presentation to evidence how staff were monitored.	
10.02.03	The Committee had looked at visit reports and discussed the SEF and the SDP.	
10.02.04	The next QTLA Committee meeting would be on Tuesday 7 February 2023 at 6.30pm.	
10.03	<u>Personal Development, Welfare and Behaviour (PDBW) Committee</u> The Committee minutes had been circulated to governors prior to the meeting. Gemma Dolden, the Committee Chair, highlighted key points.	
10.03.01	There had been a detailed look at attendance. The Committee had looked carefully at attendance for children in Reception and for children with English as an additional language (EAL). There had been discussion about communication with EAL families and	

how effective that was.

10.03.02 The Committee had looked at personal education plans (PEPs) for children looked after (CLA) and discussed how the children's voices were heard.

10.03.03 There had been discussion about the impact of the cost of living crisis. The Committee had explored how school could support families in need.

10.03.04 **Q:** A governor asked about the correlation between low attendance and Pupil Premium?

A: The Headteacher said that attendance for disadvantaged children tended to be lower and that was why school had a big focus on improving attendance.

10.03.05 The next PDBW Committee meeting would be on Thursday 2 March 2023 at 6.30pm.

10.04 The Chair confirmed that all statutory items listed on the agenda had been addressed by committees.

11.00 PRESENT END OF YEAR RESULTS, INCLUDING FOR DISADVANTAGED PUPILS AND OTHER GROUPS.

11.01 It was confirmed that the data had been presented to governors and discussed in detail. (See item 5.02 of these minutes).

12.00 POLICY APPROVAL

12.01 The Headteacher reported that the Teacher Pay policy was not ready for approval yet. Approval was deferred to the Leadership and Management Committee.

L&M agenda

12.02 The Headteacher pointed out that the Teacher Pay policy was a model policy from the LA and the only thing that had changed was salary figures.

13.00 APPROVE, OR RECEIVE A REPORT ON, THE MID YEAR BUDGET REVIEW

13.01 The mid- year budget had been reviewed and approved by the Leadership and Management Committee. (See item 10.01 of these minutes)

14.00 GOVERNOR DEVELOPMENT

14.01 The Chair noted that the new governors would need to do induction training.

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14.02 Gemma Dolden reported that she had done the safeguarding update training.

14.03 The Headteacher pointed out that there was a budget for governor training and invited governors to have a look to see what training they would like to do.

15.00 CHAIR'S BUSINESS

There was no Chair's business to report.

16.00 CLERK'S BUSINESS

There was no Clerk's business to report.

4.00 ANY OTHER URGENT BUSINESS

4.01

The Headteacher circulated a note which had gone out to staff after the the SIA's visit to school yesterday. He highlighted that the SIA had visited in February and looked at phonics. Yesterday she had reviewed phonics with the phonics lead and looked at developments in reading with the reading lead. Helen Davey had also met with the writing lead and been updated on the recent writing overviews.

4.02

Helen had given positive feedback and suggested some points for further development. The Headteacher said that Helen would be sending her report to school and he would share that with governors.

Headteacher

17.00 DATE AND TIME OF NEXT MEETING

17.01

The next full governing board meeting would be on Thursday 9 March 2023 at 6.30pm.

The Chair closed the meeting at 8.45pm