

CHAPEL ALLERTON PRIMARY SCHOOL GOVERNING BOARD

Minutes of the meeting held in school on Thursday 30 November 2023 at 6.30pm

PRESENT

Bobbie Gresser (Chair)	Nicholas Sykes (Headteacher)
Marcus Bowell	Tom Leech
Mary Dailey	Amy Sanderson
Gemma Dolden	Amy Wilson
Jenny Hand	
Emma Heatley	

IN ATTENDANCE: Julie Kirkpatrick – (Clerk, Governor Support Service)
Louise Goulsbra – (Observer)
Nicola Allardyce - (Associate Member)
Richard Cowles - (Observer)

		ACTION
1.00	APOLOGIES FOR ABSENCE	
1.00	Apologies had been received and accepted from Mohammed Rafique and Sam Todd. <i>Emma Heatley arrived after introductions had been made around the room.</i>	
2.00	MEMBERSHIP MATTERS	
2.01	<ul style="list-style-type: none">• Term for Tom Leech, co-opted governor ends on 20 May 2024.• An election had been held for a parent governor and Marcus Bowell was duly appointed on 21 September 2023.• Jenny Hand was appointed to fill the co-opted governor vacancy on 21 September 2023. <p>The Chair formally welcomed Marcus and Jenny to the board and thanked them for their commitment to the role.</p>	
3.00	DECLARATIONS OF INTEREST	
3.01	There were no new declarations of interest.	
4.00	QUESTIONS ABOUT THE HEADTEACHER’S REPORT	
4.01	<i>Tom Leech arrived at this point.</i> Governors commented the updated SIP (Appendix A) was good and reflected school progress over the last two years.	
4.01	<u>Training day</u> A staff training day held since the last FGB meeting had been split between an EAL session with a teaching consultant who worked for LLA. The day had focused on good practice which involved clear simple instructions for EAL learners. The second half of the day had a special needs dyslexia focus with hands on practice using the Clicker programme. Staff had found both sessions extremely beneficial.	

4.02

Monitoring

With reference to staff workloads, the Head quantified in more detail that more monitoring of subjects continued to take place, aiming to identify, and meet curriculum objectives plus to simplify delivery of teaching. Subject leaders had been upskilled to see if teaching plans were delivered in the way they intended.

Amy Wilson arrived at this point.

Q: How is monitoring going?

A: Supportive feedback was being given and each experience had been different. Staff were becoming more accepting though the Head acknowledged more than half a year's monitoring had been condensed into the last twelve weeks to be Ofsted ready for Christmas when more realistically the Ofsted inspection would be in the Spring term. The Head himself had spent time in classrooms tracking and observing SEND pupils to see what could be learnt.

Q: Our teachers are creative and engaging, is there a risk of losing them due to increased monitoring? Can we retain a balance?

A: The Head reassured governors and gave examples of creative teaching taking place within a book lesson observed where children had been really engaged.

Q: Is the learning from monitoring disseminated?

A: Yes, a summary of strengths and areas for development which was anonymised was shared and in each year group a nominated teacher spent time with the subject leader to provide additional feedback.

4.03

Demographic summary

There was discussion about the demography summary Helen Davey had provided which urged governors to be aware of the challenges children faced, for example, living in deprivation, high crime rate areas, experience of police incidents, no central heating, factors the Head had additionally talked about with Zara Lister (Safeguarding officer).

A police officer would visit school in March to talk about gangs and knife culture. Whilst this was not a major issue within school, an awareness was required due to school being on the borders of demographic areas experiencing a rise in gangs and knife culture.

It was noted school had a stable population (not many changes to leavers and starters), with 89% of pupils remaining in school from reception to Year 6

4.04

Staffing update

The Chair asked for an update regarding staffing within Year 4 (Y4). The Head expanded on his update within item 5 of the report. He had been in touch with HR and with a staff union representative plus Occupational Health. Due to staff absence, a newly appointed TA was doing well and two HLTA staff were covering. The existing part time teacher was working full time

hours.

Q: Can the part time teacher continue full time?

A: The Head explained he was unsure if this could continue due to staff personal circumstances and that the costs had to be considered. Governors asked if monitoring affected absence in this year group and were reassured the staff were well supported with full PPA planning time provided and reduced monitoring.

The Chair pointed out she had met with the SBM and the Head regarding staffing within Y4 and that this had additionally been discussed in more detail within the recent Leadership and Management meeting.

5.00 GOVERNOR MONITORING OF SCHOOL IMPROVEMENT PRIORITIES

5.01 Detailed NOVAC reports had been shared and the Head agreed to send the most recent Helen Davey NOVAC which he commented contained detailed evidence of her positive findings. More governor visits were planned after Christmas in readiness for an upcoming Ofsted visit. Recommended next steps following NOVAC's were on the agenda for discussion in more detail at the next QTLA meeting.

5.02 **Q:** A governor queried if governors should discuss Ofsted and the governor role during a visit?

A: The Chair and Head reassured that governors were well prepared, and she was happy to have a discussion with new governors about Ofsted and the governor role.

6.00 MINUTES OF THE LAST MEETING

6.01 **Resolved:**

- That the minutes from the meeting held on Thursday 21 September 2023 were agreed as an accurate record
- That the Chair be authorised to sign the minutes.

7.00 REVIEW ACTIONS AND MATTERS ARISING

7.01 **Authorisation of orders and invoices signatories (minute 10.02 refers):** Action completed; Minute 10.01 refers – FGB 21 September, it was agreed that the signatories for authorisation of orders and invoices were N Sykes and B Pinder..

7.02 **SDP and SEF update (Minute 13.01 refers):** Action closed. The Headteacher informed governors that the SEF had been updated.

7.03 **Evaluation of governing board effectiveness (Minute 13.04 refers):** Action completed. The Chair reported that the Governors' Statement had been shared with governors and was available on the website.

7.04 **Succession Planning and Recruitment (Minute 13.07 refers):** Action in progress; the governing board welcomed observers and associate members to this meeting. Emma Heatley would update

EH

the Chair on potential interested governors she had spoken to.

7.05 **Succession Planning and Recruitment (Minute 14.05 refers):** Action completed in QTLA meeting 07 November minute 7.03, 7.08 and 7.09 refers. Progress from the SATs in KS1 to KS2 and a breakdown of the different cohorts including SEND and free school meals (FSM) were examined in more detail in conjunction with the Ian Stokes report.

7.06 **Leeds Learning Alliance (LLA) membership (minute 19.02 refers):** Action ongoing; Governors had previously discussed the on-going relationship with the LLA and considered carefully if they wanted to formalise this working relationship. They concluded that now might be an appropriate time for governors to gather information, to complete an options appraisal since many of the governors felt they were lacking in relevant, up to date knowledge and other information about the LLA and other options for example Multi-Academy Trusts (MAT).

A working party had formed which included the Chair, Amy Sanderson, Emma Heatley, Amy Wilson, and Mary Dailey. An action plan with responsibilities, progress updates including information gathering had been placed in the governor shared drive.

In the future, the Chair explained other Chairs or organisations may come and talk to governors regarding their plans. A list of crucial questions to ask each organisation could be found in the shared drive as mentioned above.

Q: Is anyone looking at LA schools who are good and plan to remain a maintained school?

A: It was mutually agreed this should be explored further.

Q: Is the LLA a trust or planning to convert to a trust?

A: The Chair confirmed the LLA were not a trust and governors wanted to know if this was in the LLA future plans?

Chapel Allerton Primary School had been an associate member of the Leeds Learning Alliance since 2019, the Head clarified for the benefit of new governors and the Chair added that governors wanted to understand more about the types of membership available plus additional long term plans the LLA may have. The Head informed governors of a government consultation taking place on academisation and gave an example of Cornwall where there were no maintained schools as each had converted to academies.

At 7.30pm, the main meeting stopped at this point to welcome Simon Flowers and Paul Brennan from the LLA.

Governors took the agenda out of order and item 16.00 was

discussed at this point.

16.00 LEEDS LEARNING ALLIANCE PRESENTATION

16.01 The Chair had circulated the Leeds Learning Alliance (LLA) memorandum of understanding (MOU) to all governors prior to this meeting. Governors were keen to acquire the background of the LLA and future LLA plans with regards to Chapel Allerton's longer-term future. The Chair outlined school were thinking about their future as a maintained school and wanted to find out more about the existing relationship with the LLA. Going forward, what the relationship could be or develop into, which included understanding more about the benefits to the children and staff if school sought to become a full Foundation member of the LLA, plus any potential implications for the governance role.

16.02 Simon Flowers, CEO, and founder of the LLA, Executive Principal at Carr Manor Community Primary school, and Paul Brennan, Independent Chair of the LLA were introduced. It was noted both had been to talk to governors within a FGB meeting in 2017 when, from an early meeting and collaboration in 2017, the Leeds Learning Alliance became a rapidly growing consortium of organisations formed in 2019 by a group of leaders with a shared commitment to inclusion, close collaboration and high-level ambition.

To provide additional background to the LLA, the Annual report brochure 2021/2022 was given to each governor in conjunction with a recent copy of a PowerPoint presentation which included an up-to-date list of members.

Simon and Paul summarised that the LLA was formed in 2019 when a small group of organisations came together with a mutual concern to be inclusive, collaborative, and ambitious, three core values at the heart of the LLA which remained four years on. A mutual aim continued to be how to bring the wealth of the city for children to access in respect of sporting opportunities, IT, and factors outside of but including education.

Examples were given of influential network meetings to tackle inclusion, working collaboratively rather than competitively across a large number of Primaries and High schools including two multi-academy trust (MAT) schools, with four primary schools having joined the LLA recently.

The LLA pulled on strengths in teaching and learning and currently utilised the services of two local authority (LA) advisors to organise a developing network of events. The Head informed governors that one of the advisors, Therese O'Sullivan had assisted Chapel Allerton which had been extremely beneficial.

Simon and Paul made governors aware they had recently met with Rachel Reeves, the MP for Leeds West who had demonstrated

her strong focus on their evolving priorities for the Leeds community and the LLA. Additionally, the LLA held a personal and positive working relationship with the Baroness Blake of Leeds CBE, a current member of the House of Lords.

Regarding climate change, which it was acknowledged was high on children's agendas, governors were advised the Leeds College of Building led on initiatives. Leeds City Council (LCC) led on race equality including youth violence. The LLA aimed to bring all agencies together for example the police, school, housing, and health to tackle youth violence and knife crime collaboratively across the city. Paul commented the LLA would love to work with more organisations more closely and continue to grow the LLA.

Simon had recently attended a Primary leader meeting which involved Ian Stokes, a previous leader of educational data teams within LCC and with personal extensive governor and Chair of governors experience. Ian had spoken on demographics and understanding changes. Chapel Allerton had recently commissioned Ian for a demographic data report which school and governors had found extremely informative and useful. Other relevant educational subjects the LLA had met to discuss included budget clawback, curriculum and staffing, A range of approaches from business and public sector combined which resulted in a broad network from which to draw strength. A SEND network was developing, supporting each other around inclusion.

The Head explained he had a positive visit and learnt from Rosebank Primary school within the LLA, a Teaching Assistant (TA) had attended recent training there.

Organisations were able to decide what to be involved in and where not which worked well. Resources came from within a simple model of seventy to eighty members. Larger members, such as Leeds City College with circa twenty thousand staff or alternatively individual members such as themselves, could adopt an advocacy role, for example bringing a wealth of experience and benefits.

16.03 Following the informative and informal session governors asked a series of questions.

Q: Can you expand on what you mean by a closer relationship?

A: School is currently an Associate member. The LLA have four levels of engagement, explained as follows.

- Foundation members
- Associate members
- Supporters
- Advisors

Q: Does governance or governors responsibility change if we change our membership?

A: There would be no difference to governance or responsibilities apart from if school became a Foundation member when the following would apply.

- School would become the employer of all staff.
- Responsibility for the school land and buildings would transfer from the LA to the LLA Trust.
- School would become accountable for and be their own admissions authority.

Except for foundation members, all other LLA partners sign and agree the MOU.

Q: Would the LLA look to expand the number of foundation or trust members?

A: No, whilst there was a desire to grow the LLA, there was no pressure or desire placed on any member to become a Foundation member. This would only be a recommendation should a school be in a position where they were having to convert to an academy and Chapel Allerton were firmly not in this position.

Q: Could the LLA become too big or difficult to manage?

A: No, resources were funded by the organisational membership which was extensive with some larger organisations for example having twenty thousand plus staffing resources and expertise to utilise.

Q: Are you just Leeds based?

A: Yes, just Leeds based. It was explained other options to bring together partnerships across the country had been explored and the LLA would continue to be solely Leeds based. Simon mentioned how the LLA welcomed both other LA's and partnerships across the country approaching the LLA to seek advice on their collaborative working model and ethos plus that the LLA would continue to work together and support organisations nationally to benefit from practices used across the country.

Q: Do your Supporters have specific roles?

A: They do for example, the Police engagement involved taking the lead with a forthcoming meeting on youth violence in January. The Director from an organisation called SITU, a sustainable housing company had joined to support offer advice and work on inclusive, sustainable solutions. There was a pool of specialist Advisors who the LLA could approach to assist and advise, to lead events or projects.

Q: How do you identify focus areas?

A: Working collaboratively; a formal session two years ago had been refreshed within the last week to identify LLA focus and priorities. Regarding education, local school leaders would ask the LLA for specific support required. Both Paul and Simon made governors aware they regularly consulted the LLA larger member organisations to be responsive, to develop strategy and workable policies which reflected changing local Leeds community needs. Community safety and youth violence was an emerging strand requiring focus and support. The LA had an inclusive growth strategy which the LLA fully supported. Engagement with ethnic communities was paramount, leaders of key ethnic communities had initiated an upcoming meeting which would be held at the Northern Contemporary dance headquarters based here in Leeds with issues for discussion being pathways for children from ethnic minority groups onward to higher education or universities plus youth and knife crime.

Q: Is there anything negative or any areas within the LLA you would like to improve on?

A: We would like to generate our own LLA income to expand our resources whilst maintain the right balance of focus on the community. At its core, the LLA would remain firmly committed to an inclusive and collaborative awareness across Leeds.

Q: Is there anyone else doing anything like this?

A: No, the nearest comparison model was Multi-Academy Trust (MAT) trust hubs for teaching and learning, clusters, or Academic Intervention programme schools (AIPS).

Q: Some members of the LLA were also part of a MAT, how does that work?

A: Examples of the flexibility and range of support the LLA could offer were discussed irrespective of a school being within a MAT or not. Clear evidence of school's accessing support when and where they needed it were provided.

Q: Is there a process to determine membership, could the LLA decide to say yes or no?

A: Organisations would usually be an Associate member for at least six months prior to becoming a Foundation member if that was what they wanted. Some Associate members, including Chapel Allerton remained Associate members for a longer period which was supported with no pressure to become a Foundation member. The LLA Directors made the final decision regarding Foundation membership.

Governors thanked both Paul and Simon for an impressive

and informative discussion and they left the meeting at 8.25pm.

Governors agreed the wealth of information provided was reassuring and would need to be revisited at the FGB meeting 01 February or potentially within a separate discussion prior to this.

8.00 COMMITTEE REPORTS

Committee minutes should be circulated to all governors. Chairs should highlight decisions made and confirm the following statutory items from autumn committee agendas have been addressed:

Resources committee statutory requirements	Yes/No
Mid-year budget review has been approved	Yes
Audit of school funds has taken place	Yes
Educational visits follow risk assessment procedures	Yes
Support for early career teachers meets DfE guidelines	Yes
Appraisal policy has been approved	Yes
Capability of staff policy has been approved	Yes
Governor expenses policy has been approved	Yes
Pay and appraisal policies are being effectively implemented	Yes
Headteacher's pay progression has been agreed	Yes
Teaching and learning committee statutory requirements	Yes
The national curriculum is being taught	Yes
Arrangements are in place for a daily act of collective worship The clerk clarified a daily reflective moment in assembly covered this.	Yes
A pupil premium strategy is in place and a report is on the website	Yes
A PE and sports premium strategy is in place and on the website	Yes

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

9.01 A detailed update was provided and scrutinised within the minutes of the QTLA committee meeting and further examination of the data had taken place with Helen Davey.

10.00 SAFEGUARDING UPDATE

10.01 The safeguarding governor, Gemma, along with Amy W and Jenny had met with Zara and looked at the outcomes and progress of actions from the annual report on monitoring (ARM). All statutory actions had been completed. An additional focused meeting on staff wellbeing had taken place with the Head and Mrs Jheeta.

- 10.02 Jenny had completed all necessary safeguarding and Marcus had upcoming safeguarding training scheduled.
- 11.00 POLICY APPROVAL**
- 11.01 The Teacher's Pay Policy had had been sent to governors prior to the meeting.
Resolved:
 That the Pay Policy was approved as presented.
- 11.02 The Online Safety Policy and Acceptable Use of Computing Agreement, which had been previously circulated for review prior to the meeting.
Resolved:
- That the Online Safety Policy and Acceptable Use of Computing Agreement was approved.
- 11.03 The Supporting Children/Young persons with Medical Conditions Policy V1.0.2023 (*to be used in conjunction with PG505 - Supporting pupils with Medical Conditions in School / DfE document "Supporting pupils at school with medical conditions)* which had been previously circulated for review prior to the meeting.
Resolved:
- That the Supporting Children/Young persons with Medical Conditions Policy V1.0.2023 was approved.
- 11.04 The Keeping children safe in education KCSIE) 2023 policy, which had been previously circulated for review prior to the meeting. It was a model local authority policy and had been personalised with school details but was otherwise unchanged.
Resolved:
- That the Keeping children safe in education KCSIE) 2023 policy was approved.
- 11.05 The Safeguarding and Child protection policy, which had been previously circulated for review prior to the meeting. It was a model local authority policy and had been personalised with school details but was otherwise unchanged.
Resolved:
- That the Safeguarding and Child protection policy was approved.
- 12.00 APPROVE, OR RECEIVE A REPORT ON, THE MID-YEAR BUDGET REVIEW**
- 12.01 The budget had been reviewed in detail at the Leadership and management committee meeting as evidenced in the minutes of their most recent meeting. The budget review virement form had been circulated to the full governing board for information, signed by the Chair and returned before the deadline of 12 January 2024.
- 13.00 GOVERNOR DEVELOPMENT**
- 13.01 Emma had completed SEND and complaints training which had been informative. Recent training the Chair had attended would be

updated on the governor training records.

14.00 CHAIR'S BUSINESS

14.01 There was no Chair's business.

15.00 ANY OTHER URGENT BUSINESS

15.01 The Head informed governors a lunchtime member of staff had received a thank you gift and praise from a parent following a first aid choking incident over lunch which had involved the Heimlich manoeuvre, Governors reiterated their praise and thanks to the staff member concerned and were relieved to hear the child was fit and well.

15.02 Irresponsible and inconvenient parking problems in a street nearby at a pickup and drop off times for school were discussed. The Head had a local Police contact who he would speak to about the issues in January when it was hoped police patrols would be reinstated. The Chair asked if children could patrol with a staff member or parent volunteer and the Head would investigate.

Head

17.00 DATE AND TIME OF NEXT MEETING

All meetings below would commence at 6.30pm.

FGB

Thursday 07 March 2024

Thursday 16 May 2024

Thursday 04 July 2024

QTLA

Thursday 01 February 2024

Thursday 02 May 2024

PDBW

Thursday 29 February 2024

Thursday 06 June 2024

L&M

Wednesday 24 January 2024

Thursday 25 April 2024

The Chair closed the meeting at 8.50pm