

CHAPEL ALLERTON PRIMARY SCHOOL GOVERNING BOARD

Minutes of the meeting held in school on Thursday 20 March 2025 at 6.30pm

PRESENT	Jenny Hand (Chair) Nicola Allardyce Marcus Bowell Gemma Dolden	Nicholas Sykes (Headteacher) Mohammed Rafique (from item 4.03) Amy Wilson
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IN ATTENDANCE: Julie Kirkpatrick – Clerk, Governor Support Service
Steve Gilmore (Observer)
Laura Lascelles (Observer)
Emily Webb (Observer)
Leah Magnell (Observer)

0.00 At the start of the meeting, the Chair requested to take the agenda out of order with items 4.00, Questions about the Headteacher’s report and 5b, FGB Creative future shaping session, being at the end of the meeting, which the clerk agreed. This was to allow extra time to discuss points raised within both items and for this reason the Chair explained there may be agenda items which were carried forward to the next FGB.

1.00 **APOLOGIES FOR ABSENCE**
Apologies for absence were received and accepted from Amy Sanderson and Samantha Todd.

ACTION

2.00 **MEMBERSHIP MATTERS**
2.01 The board discussed vacancies for three co-opted governors. Prior consent to their appointment had been agreed by all governors present with the Chair.

Resolved: that Steve Gilmore, Laura Lascelles, and Emily Webb would be elected as Co-opted Governors and Leah Magnell as an Associate Governor with effect from the date of this meeting, Thursday 20 March 2025.

The clerk clarified voting rights were not applicable unless assigned within the Terms of reference to an Associate Governor.

A newly appointed governor raised a query regarding declaring a trustee position. The clerk advised the governor to ensure all information relating to this position was stated on their declaration of interest to allow for further investigation with Governor Support (GSS) and discussion with the Chair if necessary.

EW

2.02 The Chair informed the meeting that the term for Gemma Dolden, Co-opted governor and Vice-Chair would end on 01

December 2025 and that this would be discussed nearer the time in a future FGB meeting.

It was also noted and appreciated that Amy Sanderson had agreed to extend her term beyond the end of this academic year.

2.03 The board were aware that there were no further terms due to expire until November 2026.

3.00 DECLARATION OF INTERESTS

3.01 There were no declarations of interest to record.

The meeting was taken out of order and moved to item 5.00 at this point to continue with item 5b as previously mentioned later in the meeting.

5.00 GOVERNOR MONITORING OF SCHOOL IMPROVEMENT PRIORITIES

5.01 The following Magnificent 7 SIP ambitions would remain on the minutes to assist governors until updated refer discussion at the close of the meeting, agenda point 5b.

- Equality and Diversity
- Curriculum
- Outdoor Learning and Play
- SEND
- More Able
- Writing
- Teaching, Learning and Behaviour

6.00 MINUTES OF THE LAST MEETING

6.01 **Resolved:**

- That the minutes from the meeting held on Thursday 28 November 2024 were agreed as an accurate record
- That the Chair be authorised to sign the minutes.

7.00 REVIEW ACTIONS AND MATTERS ARISING

7.01 **New governors/skills audit completion (minute 3.01 refers): Action ongoing;** The Chair confirmed the successful recruitment drive and welcomed the four new governors. All existing governors had completed their skills audit which had yielded positive results and a good breadth of experience. New governors were requested to complete the skills audit, and the Chair would arrange this.

**New
Governors/Chair**

7.02 **Feedback and actions from training day (minute 6.04 refers): Action completed;** Governors noted that feedback from the staff adaptive teaching training day had been discussed extensively within the recent QTLA meeting.

7.02 **Safeguarding (minute 7.01 refers): Action ongoing;** The Governor with a responsibility for safeguarding had recently

visited school and spent time with the Safeguarding welfare officer (SWO) to oversee Personal, Social, Health and Economic (PSHE). The report from the visit would be completed and circulated to governors.

GD

7.03 **Safeguarding (minute 15.02 refers): Action completed;**
 The Head had previously updated governors on a survey distributed to Foundation Stage 1 parents on induction. Responses, various feedback, and suggestions would be discussed within the forthcoming QTLA meeting the QTLA Chair confirmed. The clerk added that this item was included within the upcoming QTLA agenda.

8.00 COMMITTEE REPORTS

8.01 **Leadership and Management (Resources) Committee**
 The Chair of the Leadership and Management (Resources) Committee would update governors at the next meeting. Actions below were carried forward to the next FGB meeting on Thursday 12 May 2025.

8.02.

Resources committee statutory	Yes/No
Audit of school funds has taken place (carried forward from previous meeting.)	Carried forward to next FGB
Schools financial value standard has been approved and submitted	Carried forward to next FGB
Report from annual inspection of premises has been received	Carried forward to next FGB
Data protection policy has been approved	Carried forward to next FGB
Freedom of information policy has been approved	Carried forward to next FGB
Whistleblowing policy has been approved (not statutory)	Carried forward to next FGB

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8.03 **Quality, Teaching of Learning and Assessment (QTLA) Committee**
 The Chair of the QTLA Committee advised governors of the discussions that had taken place in the last meeting on Thursday 16 January 2025, which included discussions and analysis of whole school data, in particular greater depth

results and areas of priority plus for lowest performing 20% pupils which had been positive. Additionally, there had been a comprehensive adaptive learning presentation with pleasing positive staff feedback and presentation slides circulated following this.

8.04

Teaching and learning committee statutory requirements.	Yes/No
Arrangements are in place for a daily act of collective worship	Carried forward to next FGB
Early years provision meets statutory requirements	Carried forward to next FGB

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8.05

Personal Development, Behaviour and Welfare (PDBW) Committee

The Chair of the PDBW Committee made governors aware of the discussions that had taken place in the last meeting on Thursday 27 February 2025, that included

- An in-depth attendance and safeguarding update from Tessa
- My Health My school (MHMS) survey feedback with a deep dive into answers around bereavement. Governors probed for more information regarding a recently bereaved family and were reassured good support was in place from school.
- Cost of living discussion – the board were in agreement with school they were doing all they could to assist.
- Louise had given governors a thorough SEND update
- Staff survey and “talk” box

8.06

Pupil support committee statutory requirements	Yes/No
SEND provision meets requirements and the SENCo is qualified	Yes
School food and milk provided meets national standards	Carried forward to next FGB
Stakeholder feedback has been considered	Yes

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9.00

SAFEGUARDING/CHILD PROTECTION

9.01

Gemma would meet with Tessa for a spring meeting and report back at the next FGB.

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10.00

POLICY APPROVAL STATUTORY (TOR 1.05)

10.01 The LA Teacher Pay policy had not been finalised and was not available for review at this meeting. The clerk confirmed that Governor support services (GSS) had advised that the new Pay Policy would be substantially changed and ideally require discussion at the next resources meeting prior to FGB meeting approval. The Head added he had been asked for feedback on some of the proposals which had involved looking at proposed pay spine changes.

10.02 The Special educational needs and disabilities (SEND) policy known as the SEND information report or school offer plus the Behaviour principles written statement had been reviewed and discussed extensively at the recent PDBW meeting however it was a statutory requirement to minute as formally circulated to all governors and approved at the next FGB meeting.

**FGB agenda 12
May 2025**

11.00 REVIEW OF INFORMATION ON THE SCHOOL WEBSITE (TOR 1.06)

11.01 The Chair had examined the governor part of the website however it was agreed a governor needed to do a complete review of the information held to be compliant.

The clerk suggested a newly appointed governor undertook this task with support from the GSS checklist and the clerk would email this information.

**Clerk actioned
21 March 2025**

An end of year governance statement was required on the website, the Chair informed governors that she intended to compile a mid-year statement which would be circulated when available for governors approval.

Chair

12.00 GOVERNOR DEVELOPMENT

12.01 The Clerk had provided governors with the link to the Governor Support Service training offer and a link to GovernorHub Knowledge prior to the meeting within the agenda.

12.02 Governors shared an overview of what training had been completed., Marcus had completed health and safety training which he had found useful being new to this governor responsibility.

The Chair would ensure new governors had access to and were able to complete their induction training.

Chair

13.00 GOVERNOR OVERSIGHT OF SATS PROCESS (TOR 1.07)

The SATS were scheduled for Monday 12 to Thursday 15 May 2025. A governor was required for a minimum of one morning to observe the SATS regulations.

It was agreed that.

- Nicola would observe the process, and other governors would potentially be on hand.

The Head would share suitable dates and times to invite all interested governors. The Chair added that she had completed this the previous year and how interesting and informative it had been.

Head

14.00 APPROVE ADMISSIONS POLICY FOR 2026/27 (TOR 9.01)

14.01 The Admissions policy 2026 - 2027 had been circulated for review prior to the meeting.

Resolved:

- That the Admissions policy 2026 - 2027 was approved.

The approved policy had been published on the school website by 15 March and a copy sent to the Local Authority. This had been actioned prior to the meeting to comply with statutory requirements and the Head reassured governors the rationale for this was that the local authority (LA) policy was unchanged.

15.00 CHAIR'S BUSINESS

15.01 There was no Chair's business to record.

16.00 ANY OTHER URGENT BUSINESS

16.01 No urgent business was discussed.

17.00 DATE AND TIME OF NEXT MEETING

2025 Summer 1 Apr-May

Thursday 24 April QTLA

Thursday 01 May L&M

Wednesday 21 May FGB

2025 Summer 2 May-July

Thursday 05 June PDBW

Thursday 03 July FGB

The Chair steered the meeting back to items 4.00 followed by 5b.

4.00 QUESTIONS ABOUT THE HEADTEACHER'S REPORT

The Head had sent his report to all governors prior to the meeting. The following points were emphasised before inviting governors to ask questions:

4.01 Standards and Achievements

- The Head referred to the recent QTLA meeting which had focused on pupil progress.

- The Deputy Head Teacher (DHT) responsibilities for Pupil Premium and intervention impact assessment were outlined.
- Headteacher appraisal targets considered how effective interventions were.
- Early indications and feedback from the writing lead, Miss Stevenson about a new focused writing programme trialled in Y5 and Y2 had been good.
- The Head suggested writing was on the next QTLA agenda for discussion.

Clerk actioned on QTLA agenda

4.02

Equalities/Staff Welfare

- Staff had completed a whole staff survey.
- Governors heard how the staff team had coped well with the severe weather conditions, ice, and snow earlier this term
- Staff absence had been tricky, staff again had coped well
- The Head had asked teachers for their intentions and preferences for the year ahead which had generated positive intentions and feedback.
- Governors discussed the consistency of experienced staff and the strength this offered newer members of the staff team.

Q: Are you happy as a Head with the staff survey answers? Was this when staff would mention if they were looking to move year groups are to potentially another school or job?

A: Yes, the Head explained about and was grateful for the support staff and the support the whole school team gave him plus the encouraging answers he had received to his questions. He planned to meet with the teaching assistants that week to explain how recent pupil movement and budget decisions may impact teaching assistant positions available and placement in the next academic term.

Q: How were the Year one (Y1) team?

A: The DHT, Mrs Pinder provided focus support for the Y1 team. Comments from the recent school development adviser team in their report regarding Y1 were discussed, and Governors noted the efforts the school leadership team were making to instil best practice.

4.03

Curriculum

The Head directed governors to Appendix C which held information regarding a training day held in 2021 and the resulting school ambitions named, the “Magnificent seven wishes.” A star scoring system on the front of the report was highlighted and information given regarding the following.

Outdoor learning

- More information given to governors about teacher feedback which had mentioned resources and lack

of confidence running a lesson for quality forest school experiences.

- Plans and ideas which may include more TA involvement outlined

Q: How many forest school sessions for each class would that potentially be?

A: Three or four sessions ideally. The Head pointed out and put into context where outdoor learning happened and worked well across other areas of the curriculum.

Q: What did outdoor learning look like in schools that are doing well?

Mohamed arrived at this point.

A: Miss Moran had visited another school and given feedback around ideas. Governors commented the introduction of increased outdoor learning potential appeared to be a gradual culture shift. The Head agreed and outlined how he wanted a lesson to be beneficial outside, that school were looking at planning to consider which lessons might work outside. A governor would pass on a contact to the Head who was involved in researching outdoor learning in education.

Q: Did F2 increase outdoor learning last year as this year group seemed to do more?

A: Yes however this had helped from a behaviour point of view and the current cohort had different needs. Additionally, there had been a skilled creative outdoor learning TA within the F2 year group last year.

More able/Greater Depth

More able results could not have been any better this last academic year the Head reported with between 32 and 40% of all children having achieved greater depth due to good quality teaching and the involvement of an external data expert, Ian Stokes.

Governors discussed teacher feedback as they were not complacent and still wanted to improve. The real challenge was time to spend with more able children.

Q: Is adaptive teaching about that too?

A: Yes, the Head explained how teachers balanced their time with extremely challenging needs in class and that adaptive teaching encompassed all children's needs.

Q: Is there a member of staff who led on more able?

A: Not at the moment, it was previously Mr Calliste.

Q: Did anything come back from the homework survey? Particularly in the context of more able children?

A: Feedback had been positive for homework for example for spellings and time tables however not for creative lengthy pieces. The Head gave examples where out of a class of 30 children only 17 had completed their homework. Governors discussed and made suggestions how more able children might be stretched with homework. This item would be added to the upcoming QTLA agenda for further discussion.

In answer to a further question the Head clarified that Blooms taxonomy was a hierarchy of questioning skills and how this was being looked at, for example when it would be beneficial to use in a lesson.

Writing

School would look to refine the writing assessment system used which would include considering more reasons to write and guidance systems similar to the White Rose assessment system used for Maths. Governors heard how Y5 writing has been shared more widely and celebrated outside school.

4.04

Personnel and Staffing

The SBM, David had left school due to a promotion elsewhere, as a result the office had been a member down since December which had been tough.

A SEND Higher level teaching assistant (HLTA) had been appointed to support Louise Turnbull.

Q: Can you pull on a central resource for office staff assistance?

A: School had one day of finance support organised. It was noted that staffing within the office had not impacted teaching and learning, that the Head had and continued to provide extensive support to new staff members.

Q: How are you planning on training Molly, the newly promoted SBM? Governors aired concerns about the time the Head made available to support Molly and Tessa, the newly appointed safeguarding welfare officer (SWO) in their roles. How was he coping himself?

A: Finance training had been arranged as this was where the SBM, Molly had the greatest need. Additionally, the Head intended to ensure Molly participated in an SBM mentoring and support group. Early indications from both new staff members gave both him and the Senior Leadership Team (SLT) the confidence that they were capable and willing to learn, as a Head he was happy to support and nurture alongside a strong and dedicated DHT. Governors praised the Head for his enthusiasm and supporting young talent.

A governor enquired about accountancy skills within the board and offered his assistance if needed.

4.05

Parents and the Community

Feedback from a recent parental survey was outlined and discussed. Positive answers to the questions were highlighted. Governors commented on the high percentages, for example that 96% of parents reported their children enjoyed school, 92% felt their child was progressing well, were excellent results and high in comparison to customer satisfaction surveys that may be held within the fields they worked in or external organisations.

Swimming

The Head reported that Y4 had completed their swimming sessions within the on-site pop-up swimming pool. Fantastic results had been achieved from 27% that were able to swim before the lessons, now increased to 73%, plus that 95% of the year group were now able to safely get themselves out of the water, which was a real positive and incredible result.

School proposed to have the pool for a longer period of fifteen days in two years' time. Great feedback had been received from all children, including the children who were good confident swimmers at the start of the session having said that they had learnt new strokes such as how to do Butterfly.

Q: Will you share these successes and figures with parents?

A: Yes, the Head intended to.

4.06

The School Improvement Plans (SIP/SDP) and Self Evaluation Form (SEF)

Documents of reference were pointed out for the benefit of the new governors, that the Head updated the school development plan (SDP or SIP) at the end of each term; The self-evaluation form (SEF) featured comments from the last Ofsted inspection with updates from school improvement adviser visits, (Appendix D).

4.07

School improvement advisor (SIA) Visit report

The Head gave an overview of the visit which included positive comments about.

- The use of adaptive teaching
- Strength of the DHT
- SEND
- Good behaviour
- Strong expectations within school
- Integral TA support observations

Improvements suggested were.

- Consistency of maths objectives, one class had been observed teaching different objectives.
- Sharing good practice to reduce cognitive load, simplifying lessons to be more concise.
- Cold calling – picking a child out at random to answer a question. Governors discussed their reservations and how valid this might be and were reassured by the Head that the skill of the teacher was knowing the child and asking them what they should know or could easily answer, equally to judge when to challenge.
- That TA's paused their group learning to listen to teacher input.
- A refresh of EYFS resources - F2 had already held a development day and looked at resources.
- Y2 classroom environment, specifically desk provision – this would be an ongoing project to look at the whole Y2 environment.

4.08

Summary

The Head summarised further points from his report,

- The School Athletics team had achieved 4th in the City at a recent competition.
- The SEND leader had been invited to and led two workshops at a recent Leeds SEND meeting where over two hundred people attended which showcased the usage of Clickr within school.
- Two Y6 teams who had entered a debating competition had achieved success, with one team now in the top eight and competing within the LCC debating chamber finals later this year.

Q: Any questions on any aspect of the Head Teacher report?

A: A governor queried the data within a section of appendix B. Progress data was available as no formal SATS testing had taken place during COVID, The Head noted and would revisit available data to see if any could be provided.

Head

5b

5b.01

FGB CREATIVE FUTURE SHAPING SESSION

The Head had requested that this agenda point be inserted as “5b” for an in-depth governor discussion about “Chapel Allerton, the next three years. He specifically asked what governors felt that school should be working on, for governor input and ideas to enable school three year plan which by the end of this academic year would replace the current Magnificent seven ambitions already mentioned earlier in the meeting.

5b.02

Governors broke into three groups to discuss and offer feedback for the school SIP focus going forward which can be summarised as follows.

- Appraisal targets, writing, outdoor learning, and more able focus.
- Increased usage of technology for example artificial intelligence (AI) which governors felt had good limitations and uses for staff.
- Continued strengthening of pastoral work and support for social emotional and mental health (SEMH) needs. Consider the use of dance and involvement with Tik-Tok, engage with children on this.
- Increased support for children with social media issues
- Examining what school needed to improve to be outstanding.
- Sharing best practice within the local community with suggestions to involve the older generations to assist with outdoor learning, for example with gardening and joinery skills.
- Explore local university links with for example students from the music college. Two governors offered to assist with this due to their involvement with volunteers at work.
- The adaptation to a cashless society and the value of money generally.
- Continued opportunity for school trips, governors had an awareness school had increased opportunities for school trips in comparison to other local schools.
- Creative areas including clubs, more dance and music involvement.
- Increased usage of Meta-cognition which governors would hear more about at the next QTLA meeting.
- Reviewing parents evenings and having a balanced approach when sending communication to parents. Governors acknowledged the difficulties of pleasing all parents with communication.
- Increased opportunities for writing, putting pen to paper, exploring links with other schools for example within Scotland Ireland or Wales which governors felt would provide opportunities for pen pals and writing.
- Linking older and younger children suggested, in particular children with SEND needs. A governor had first-hand experience of this, provided meaningful examples of how it had benefited SEND children and offered support.

The Chair closed the meeting at 8.40 pm

Signed (Chair):

Date:
