

The Governing Body of Steeton Primary School
Link Governor meeting: Behaviour and Attitudes, Personal Development
Minutes of the meeting of 01 April 2022

The meeting commenced at 2:12pm

| Attendance | |
|---|---|
| John Cooper (Executive Headteacher - EHT) Adam O'Neill (LG/BAPD) | Kevin Wheeler (Head of School - HoS) Helen Osman (Clerk) |

| Documents | | |
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| A | Behaviour & Attitudes, Personal Development – checklist vs 2021 Ofsted framework | Circulated prior to meeting |

| Summary of Actions | | | |
|--------------------|---|-----------|-----------------------|
| Action No. | Action | Person | Deadline |
| BAPD 05/21(ii) | Use of raffle tickets as incentives/rewards for good behaviour: EHT to ensure that the curriculum policy makes clear that staff ensure that tickets are distributed fairly. | J Cooper | Next review of policy |
| Checklist 27 | School to consider how to integrate postings on the “Smile on the Board” system into wider conversations with pupils about how they felt. | K Wheeler | 31-05-2022 |
| Checklist 28 | School to introduce system to capture and record parent feedback following visits to school (eg assemblies, parents' evenings) | K Wheeler | 15-05-2022 |
| Checklist 29 | School to provide evidence to this group in the form of the outcomes of pupil surveys, interviews etc. | K Wheeler | 31-05-2022 |
| Checklist 30(i) | School to provide evidence of good behaviour to this group | K Wheeler | 31-05-2022 |
| Checklist 30(ii) | School to issue Parent survey via Ping, linked to parents' evening and focused on behaviour/FOREST/Forest School | K Wheeler | 31-05-2022 |
| Checklist 33(i) | SDP 2022-23 to include review of attendance policy in light of new Government guidance; | J Cooper | 30-06-2022 |
| Checklist 33(ii) | School to provide brief summary of attendance/lateness management system to LG/BA meeting | K Wheeler | Autumn 2022 |
| Checklist 33(iii) | School to arrange for IWO to brief FGB meeting on the impact of her work | K Wheeler | 05-05-2022 |
| Checklist 34 | LG/BA to undertake Learning Walk on 04 May 2022 | A O'Neill | 04-05-2022 |
| Checklist 37 | LG/BA to propose dates in June 2022 for meeting with panel of pupils (and possibly Chair/GB) | A O'Neill | 04-05-2022 |

| Points noted for discussion at future meetings | |
|--|--|
| Timing | Topic |
| 04-05-2022 | Personal Development meeting to commence with learning walk |
| 24-06-2022 | Behaviour & Attitudes and Personal Development meeting to commence by meeting a panel of pupils. Work permitting, LA/BAPD to arrive early to observe lunchtime behaviour. |
| Autumn 2022 | Consider summary of school system for managing attendance and lateness |

BAPD 12/21 The meeting noted that the Executive Headteacher (EHT), in agreement with the Chair of the Governing Body, had invited Helen Osman Governance Services to quote for provision of clerking services to the GB. Pending agreement of contractual terms and appointment by the Governing Body, the meeting agreed that Helen Osman should clerk this meeting and that the school should pay a one-off fee for the work if she were not appointed as Clerk to the Governing Body.

BAPD 13/21 Minutes of the meeting of 10 December 2021 and matters arising

➤ ***The minutes were agreed as a true record.***

Matters arising

| Item | Action | Status |
|---------------------------|--|----------------|
| BA 02/20 (ii) & 03/20 (b) | <i>School to arrange CPD on the use of CPOMS to record behaviour incidents – including links to the Ofsted Outstanding criteria for B&A.</i> | Closed |
| | The HoS said that some training had been held and would be followed up at a staff meeting focused on “What does Outstanding look like?” and the training day in September 2022. Staff were now using more formal language in CPOMS records. | |
| BAPD 03/21(i) | <i>EHT to update the self-audit of BA and PD and summarise the text.</i> | Closed |
| | Completed – the self-audit would be the main focus of this meeting. | |
| BAPD 03/21(ii) | <i>EHT to commission Clerk to undertake administrative work relating to the new SEF.</i> | Closed |
| | The Clerk had prepared the Quality of Education section of the new Self Evaluation Form (SEF) and the checklist that underpinned it. The EHT said that work on the remaining sections would be carried out during the summer. | |
| | The meeting noted that the Link Governor meetings to date had focused on assessing the steps that the school needed to take to meet the Ofsted grade descriptors for Outstanding. Much excellent thinking had emerged from the meetings, which had shaped the SEF and School Development Plan (SDP) and made a tangible difference in school. The key for the coming year would be for Link Governors to: <ul style="list-style-type: none"> • satisfy themselves of the impact of these developments; • gather evidence of that impact by means of (eg) learning walks and brief reports in a form that could be incorporated into the SEF; and • consider what adjustments might need to be made in light of real-world experience. | |
| | Accordingly, the focus of the SDP for the coming year would be on embedding and evidencing the impact of the developments that were already in place. | |
| BAPD 05/21(ii) | <i>Use of raffle tickets as incentives/rewards for good behaviour: EHT to ensure that the curriculum policy makes clear that staff ensure that tickets are distributed fairly.</i> | Ongoing |
| | Action to be taken when the curriculum policy is next reviewed. | |
| BAPD 09/21 (i) | <i>HoS to arrange further analysis of the attendance of the 35 SEN Support pupils.</i> | Closed |
| | Completed and reported to the Governing Body. | |
| BAPD 09/21 (ii) | <i>School to report to next FGB on attendance in Plum, Rowan and Holly.</i> | Closed |
| | Completed and reported to the Governing Body. | |
| BAPD 10/21(i) | <i>Adam O'Neill to provide contact details for Speakers for Schools.</i> | Closed |
| | Completed. | |
| BAPD 10/21(i) | <i>School to draw up plan for delivery of a Careers Fair in the summer term of 2022</i> | Closed |
| | The HoS reported that, due to Covid concerns, Airedale Hospital remained cautious about participating in a large Careers Fair for the time being. Furthermore, pupil and staff attendance at school remained variable. For these reasons, it had not been possible to make concrete plans for a Careers Fair in the summer term, | |

though it might be possible to arrange a smaller event focused on Key Stage 2 only – the HoS would keep governors informed.

In the meantime, alternative approaches were being used to expose pupils to a range of people in different lines of work, including visits from a falconer with four birds of prey; two authors; a magician and an astrophysicist. Pupils had been involved in the acorn-planting to mark Her Majesty's Platinum Jubilee. Airedale Hospital staff had distributed copies of the Airedale OK book.

The HoS said that the Pupil Offer would be updated to reflect the Curriculum Intent.

Items noted at previous meetings for consideration at this meeting

| Timing | Topic |
|--------------|---|
| This meeting | Examination of the SEF sections on Behaviour & Attitudes and Personal Development |

Behaviour & Attitudes

BAPD 14/21 1. The meeting reviewed the Behaviour and Attitudes section of a checklist against the 2021 Ofsted framework. Numbers in the following minutes refer to criteria 26 to 37 in that document.

Criterion 26: Our school meets all the criteria for good in behaviour and attitudes securely and consistently.

2. The EHT said that:

- KS1 attainment in Reading, Writing and Maths was, on average, 5 percentage points lower than national averages.
- KS2 attainment in Reading, Writing and Maths was, on average, 12 percentage points lower than national averages.

Governors noted that this reflected low levels of attainment on entry to school, economic disadvantage and low social mobility in the local area.

Criterion 27: Behaviour and attitudes are exceptional in our school.

3. **Asked** about the reference to a "Smile on the Board" scheme, the HoS said that each classroom had a board on which children could post pictures of themselves to show how they were feeling about something. If the child wished to be anonymous, they could turn their picture around. Staff followed up with children. Although the majority of postings show pupils to be happy and positive, the system had led to the disclosure of a small number of safeguarding issues that might not otherwise have been identified.

4. The Smile on the Board system had been researched and introduced by a newer member of staff. Governors were pleased that it was being used by older children as well as younger. **Asked** whether a record was kept of pupils' postings on the board, the HoS said that significant issues were recorded on CPOMS, while others were dealt with in class. The SLT would give further thought to how the system could best be integrated into wider conversations with pupils about how they felt. **ACTION: HoS**

5. The HoS said that a Sunshine room had been introduced to which pupils could go at playtimes if they needed to spend quiet time away from the playground.

Criterion 28: Our pupils behave with consistently high levels of respect for others.

6. The EHT said that Sandy Lane¹ had received useful and positive feedback when it had started asking parents to complete feedback questionnaires. As well as providing an important source of

¹ Sandy Lane Primary School – Steeton's partner school

evidence, the sharing of the completed questionnaires with the staff concerned was proving positive for staff morale.

7. The HoS said that oral feedback from the last parents' evening had been shared through the school newsletter. Now that parents were coming into school again following Covid, the school would put in place arrangements to capture and record their feedback. **ACTION: HoS**

Criterion 29: Our pupils consistently have highly positive attitudes and commitment to their education.

8. **Asked** about the development of arrangements for mentoring of younger pupils by older, and for Y6 and reception children work together, the HoS confirmed that buddying arrangements had started in the autumn term and that Year 6 and Reception children worked together on Friday afternoons. The arrangements were proving successful and would be continued. LG/BAPD said that his children were buddying younger pupils and learning from the experience. They frequently talked about the younger children in school and appeared to know them well. It was good to see that the older and younger pupils seemed to have strong relationships. The HoS thought this might be an unlooked-for benefit of having insufficient space in the playground to establish separate areas for pupils of different ages.

9. Noting the reference under this criterion to evidence from learning walks and other sources, the HoS said that evidence in the monitoring files indicated that pupils were on task. The school also had evidence of pupils explaining why they liked school.

10. The school would provide evidence to this group in the form of the outcomes of pupil surveys, and interviews. **ACTION: HoS**

Criterion 30: Our pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education.

11. The EHT said that previous Link Governor meetings, validated by feedback from visitors from other schools, had helped senior leadership to calibrate its self-assessment of the standard of pupil behaviour. The initial self-audit had been over-cautious in this area, and the feedback had given leaders confidence to assess this criterion as strongly green. The meeting endorsed this.

12. The meeting agreed that evidence of high pupil engagement and strong behaviour should be brought to future LG/BA meetings. This might include pupils lining up to enter the school in an orderly fashion; picking up coats and dropped items at lunchtimes; taking care to move sensibly around school so that they did not knock over younger children. The HoS would discuss the monitoring of this with the SLT so that he could provide brief reports to this group. **ACTION: HoS**

13. Referring to the bullet relating to the nurturing culture in school, governors noted that they key was that pupils should know that they were well looked after and thus be confident in looking after each other. The HoS said that it was also important that parents were confident that their children were well looked after. The role of the Inclusion and Welfare Officer (IWO) was key to this: she had the authority to make decisions about issues that parents brought to her, and was seen by them (and by staff) as a link to the SLT for matters that did not need to be escalated to that level. Evidence of pupils' confidence that they were well looked after would be gathered in the form of pupil surveys and the Smile on the Wall.

14. Noting the need for evidence of the impact of the school's support for pupils, as well as the impact of intervention groups on learning, governors considered that the evidence should be relatively straightforward to collect, since this was an area of particular strength. Evidence would include surveys and interviews with both parents and pupils. Replying to questions, the EHT said that the next parental survey would be carried out after the Easter break and would be tied in to the forthcoming Parents' Evening. The survey would be issued via Ping, and could focus on behaviour, the FOREST principles, Forest school etc. **ACTION: HoS**

Criterion 31 We have high expectations for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly.

15. Referring to discussion at a previous LG/BA meeting about the distinction between excellent behaviour and passivity, the HoS assured governors that pupils at Steeton were not passive. They did, however, have a high degree of trust in the adults in school which meant that, if they were told that something had to be done, they did it without fuss.

16. **Asked** how the school could gather evidence of pupils' strongly positive attitudes, the HoS said positive attitudes showed in many little ways, such as pupils queuing up to come into school before the gates were opened. Supply staff and the leader of the Life Caravan were very positive about the attitudes they saw in school. Governors noted that positive attitudes were something that were detectable immediately upon entering a school: evidence would include their own comments from visits and learning walks.

Criterion 32: Our leaders, staff and pupils create a positive environment in which bullying isn't tolerated.

17. Replying to questions, the HoS said that Coram Life was the organisation that ran the Life Caravan. The school's PSHE² curriculum had been based on Coram Life resources.

18. Referring to the bullet on evidence of the impact of school interventions in bullying incidents, the HoS said that there had been a few incidents of two children annoying a third and leaving her out of activities. Staff had spoken to the pupils, who had admitted the incidents, been reprimanded and had improved their behaviour.

Criterion 33: There is demonstrable improvement in the behaviour and attendance of our pupils who have particular needs.

19. **Asked** about the reference to SENCo groups, the HoS said that the SENCo had established groups of support staff for different areas of need. She was training these groups of staff in their assigned areas to develop their expertise: these small groups could compare notes and share ideas to support each other. The SENCo groups had not been running for long, but early signs indicated that they would help to make CPD more targeted, support staff to discuss the issues facing needy pupils between themselves; and increase staff motivation.

20. The EHT said that an example of how the school supported children with particular needs was the introduction of the Sunshine Room for pupils who had an emotional issue or were unable to cope with the level of noise and stimulation in the playground. This had stemmed from the work of the SENCo group specialising in mental health.

21. The HoS said that an example of the increasing support for pupils with particular needs was that support staff now regularly approached children to ask if everything was all right, whether they had had breakfast etc. This represented a change in mindset, with all staff now seeing this kind of checking as part of their responsibility, rather than leaving it to the SENCo and senior leaders.

22. The meeting agreed that it would be useful to invite the Inclusion and Welfare Officer to a Governing Body meeting to brief governors on the impact of her work. **ACTION: HoS**

23. **Asked** about evidence of school monitoring and intervention processes for attendance and punctuality, the EHT said that the 2022-23 SDP would include a review of the attendance policy in light of new government guidance. **ACTION: EHT** Once the new attendance policy was in place, the HoS would bring a brief summary of the attendance management process to this meeting. **ACTION: HoS**

24. Asked about the main changes to the attendance policy, the HoS said that the school had been flexible about late arrivals during the Covid disruption. From the start of the summer 2022 term, the school would revert to the pre-Covid practice of closing the gate at 8.45am sharp. Any arrivals would need to be brought into the school by their parent and signed in as late. Staff would speak to parents of persistently late pupils in the final week of the spring term to make them aware of this, and remind

² PSHE – Personal, Social and Health Education – a curriculum topic. Includes Relationships and Sex Education (RSE)

them that, for safeguarding reasons, they could not simply leave their child at the gate. The HoS noted that the parents whose children routinely arrive late at school were also late in collecting them at the end of the day.

Criterion 34: Our pupils' attitudes to their education are positive.

25. Governors agreed that LG/BA would undertake a learning walk on 04 May 2022 to view books and other evidence of consistently strong presentation of work, pride in work, motivation and resilience.

ACTION: LG/BA

26. The HoS said that, when Year 6 pupils had visited South Craven School recently, staff had said that Steeton pupils understood resilience, because the school taught it.

Criterion 35: Our pupils have high attendance, within the context of the pandemic.

27. As discussed under Criterion 33, a new attendance policy was being prepared to reflect new government guidance. Furthermore, guidance had been issued in February 2022 that, if a child missed six sessions in any six-week period, they should be warned that they must not be absent again in the following 20 days; if they were absent within that period, a fine would be issued to their parent or carer.

28. The HoS said that the school was asking to see medical evidence of sick absences. The daily reporting of attendance to DfE and Bradford Council during Covid had now reduced to weekly reporting. However, the school continued to monitor attendance daily so that it could quickly identify and address any issues or trends.

29. Governors noted that, Covid aside, attendance at Steeton was usually good – at one point, it had stood at 97%. The EHT said that, of the 46 pupils currently listed as Persistently Absent, the majority had been absent due to genuine illness such as Covid or chicken pox. Only three were genuinely poor attenders and the socioeconomic factors that contributed to their poor attendance were understood by the school. Having said that, one effect of Covid had been to break parents of the habit of bringing their children to school regularly and to assume that they could learn at home, since schools had provided remote learning during Covid closures.

Criterion 36: Fixed-term and internal exclusions are used appropriately.

30. Not discussed,

Criterion 37: Relationships among our pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe.

31. The EHT said that the fresh and engaging curriculum provided plenty of opportunities for staff to get to know pupils very well. **Asked** how often teachers were observed teaching, the HoS said that formal observations had not been carried out for some time, but that the school had a culture of leaders coming in and out of classes at random times. This practice could be formalised as necessary: for example, if a member of staff were struggling and require closer monitoring, the SLT might undertake more formal monitoring of all teachers for a period to avoid singling out the individual.

32. The meeting agreed that LG/BA, perhaps with the Chair of the Governing Body, would meet a panel of pupils in June 2022 to hear their views on the school culture, relationships with staff and other pupils, whether they felt safe etc. LG/BA would propose possible dates for such a meeting.

ACTION: LG/BA

Personal Development

BAPD 15/21 The meeting agreed that it would be useful to combine a review of the Personal Development section of the checklist with the learning walk agreed at paragraph 25 above. Accordingly, the group would reconvene at **1.00pm on Wednesday 04 May 2022** for this purpose.

BAPD 16/21 Dates of next meetings

| | | | |
|--------------------------|--------|---|---|
| Wednesday 04 May 2022 | 1.00pm | Personal Development | Learning Walk and meeting |
| Friday 24 June 2022 | 1.00pm | Personal Development and Behaviour & Attitudes | Meet a panel of pupils at the start of the meeting |

His work permitting, LG/BAPD would seek to arrive early on Friday 24 June 2022 to observe lunchtime behaviour.

The meeting closed at 3:23pm.

*Helen Osman Governance Services
April 2022*