The Governing Body of Steeton Primary School

Link Governor meeting with the Executive Headteacher:

**Leadership and Management**

**Minutes of the meeting of 27 February 2023**

**The meeting opened at 1.30pm**

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| **Attendance** | | |
| ***Governors*** |  | ***Others*** |
| John Cooper (EHT) |  | Claire Redman |
| Sue West |  | Helen Osman (Clerk) |
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| ***Apologies*** |  |  |
| Emma Wainwright |  |  |

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| **Documents** | | |
| 1. Feedback from lesson observations: Key Stage 1 | LM 11/22 | *Shown on screen at meeting and since uploaded to Teams folder\** |
| 1. Feedback from lesson observations: Lower Key Stage 2 | LM 11/22 | *Shown on screen at meeting and since uploaded to Teams folder\** |
| 1. Feedback from lesson observations: Upper Key Stage 2 | LM 11/22 | *Shown on screen at meeting and since uploaded to Teams folder\** |

*\* Papers are not attached to these minutes for reasons of confidentiality*

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| **Summary of Actions** | | | |
| **Action No.** | **Action** | **Person** | **Deadline** |
| LM 01/22 | School to introduce governors to parents during the Intake Days  HoS to circulate the dates of Intake Days to governors [*New action agreed 27-02-2023*] | C Redman | During Intake Days  31-03-2023 |
| LM 02/22 | HoS to add any further information/pictures and ensure the Prospectus is consistent with house style. [*Revised timescale greed 27-02-202*3] | C Redman | 31-03-2023 |
| LM 03/22 (i) | Fundraising activities for the purchase of new Reading For Pleasure books:   * sponsored 10k run. * *Additional action [27-02-2023]* LG/LM to draw the sponsored 10k run to the attention of governors. * Governors to consider what sponsored or other fund-raising activities they might undertake. * HoS to invite staff to consider what sponsored or other fund-raising activities they might like to undertake. | C Redman  S West  Governors  C Redman | 12-03-2023  03-03-2023  Spring/Summer 2023  Spring/Summer 2023 |
| LM 03/22 (ii) | EHT to transfer milestone LM 19 to the Quality of Education section of the SDP. | J Cooper | 31-12-2022 |
| LM 09/22 | EHT and Clerk to update the SEF (LM section) to reflect evidence presented to LG/LM meetings | J Cooper  H Osman | April 2023 |
| LM 10/22 | EHT to amend the deadline for SDP milestones as follows:   * LM 08 to 31-12-2023 * LM 09 to Spring 2024 term | J Cooper | 26-05-2023 |

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| **LM 05/22** | **Apologies for absence and their acceptance** |

1. Apologies had been received, and were accepted, from Emma Wainwright.

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| **LM 06/22** | **Notification of urgnt other business** |

1. No other business was notified.

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| **LM 07/22** | **Declarations of interest in items on this agenda** |

1. No interests were declared.

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| **LM 08/22** | 1. **Minutes of the meeting of 01 December 2022 and matters arising** |

* + ***The minutes were agreed as a true record***

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| **Update on actions from previous meetings** | | |
| **Item** | **Action** | **Status** |

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| LM 10/21 | *EHT to amend the colour of the rings in the top-level Ways of Working flowchart to Steeton jade green.*  Completed. The HoS showed the flowchart on screen. Instead of changing the colour of the rings to Steeton jade green, she had used that colour for the background to the flowchart, consistent with the presentation of other information on the website. Governors were pleased that she had also added the new FOREST logo. | **Closed** |
| LM 21/21(i) | *EHT to arrange for HoSs/Stn/SL/MP to work together on development of school websites.*  The HoS confirmed that she and her counterparts at the partner schools had worked together on the development of their websites. Steeton’s new site was live and she expected that the final information would be uploaded by the IT service provider in the next fortnight.  The EHT said that Sandy Lane’s site was live and that Myrtle Park’s was almost ready to go live. This had been a major piece of work for all three schools and he was pleased with the outcome. Governors agreed: the new site looked fresh and professional, and they welcomed the extensive use of pictures of school life. | **Closed** |
| LM 21/21(ii) | *School to establish the cost of commissioning SGS to conduct a compliance review of the school website. [Action and timescale amended LG/LM 01-12-2022]*  To be commissioned once the website was fully up and running. The cost of the review would be approximately £150 – governors agreed that it would be worth paying this for external confirmation that the new website fully complied with statutory and other requirements. | **Completed** |
| LM 01/22 | *School to introduce governors to parents during the Intake Days.*  The HoS said that the Intake Days would be held in June 2023 – she would circulate the dates to all governors. | **Ongoing**  **New action** |
| LM 02/22 | *EHT to e-mail prospectus to HoS.*  *HoS to add any further information/pictures and ensure the Prospectus is consistent with house style.*  The HoS had received the draft prospectus and was completing it in the school’s house style. She showed the work in progress on screen and expected to complete it by the end of term. Governors were pleased with the developing prospectus and welcomed the introduction of a consistent house style and the use of the new FOREST logo.  Governors agreed to amend the deadline for this action to the end of the Spring term. | **Ongoing**  **Amended timescale** |
| LM 03/22 (i) | *Fundraising activities for the purchase of new Reading For Pleasure books:*   * *EHT to undertake sponsored 10k run.* * *Governors to consider what sponsored or other fund-raising activities they might undertake.* * *HoS to invite staff to consider what sponsored or other fund-raising activities they might like to undertake.*   Governors were saddened to learn that the EHT would be unable to undertake the sponsored £10k run on Sunday 12 March 2023 for medical reasons. The HoS said that four staff had signed up to undertake the run and a Just Giving page had been set up for sponsorship: a link had been issued on Ping and Twitter and would be put on the school website.  LG/LM undertook to remind governors of the event.  **Action: S West** | **Ongoing**  **New action** |
| LM 03/22 (ii) | *EHT to transfer milestone LM 19 to the Quality of Education section of the SDP.*  The EHT would complete this action following this meeting. | **Ongoing** |
| LM 03/22 (iii) | *HoS to provide for the next meeting an anonymised summary of staff strengths and weaknesses based on December 2022 observations.*  See Item LM 11/22 below. | **Closed** |

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| **LM 09/22** | **Mid-year review of Self Evaluaion Form (SEF) – Leadership and Management section** |

1. The EHT proposed that he and the Clerk should update the SEF in light of further evidence gathered by LGs so far in 2022-23. The meeting agreed that this would be useful.

**Action: EHT, Clerk**

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| **LM 10/22** | **Review progress against School Development Plan milestones (Leadership and Management Section)** |

1. Governors reviewed progress against the Leadership and Management monitoring milestones in the School Development Plan:

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| *LM01* | *Meet with School funding and sufficiency planning teams to devise a sustainable solution for Steeton’s long term funding.*  Completed. |
| *LM02* | *Keep governors regularly appraised of the monthly budget monitoring situation.*  In hand and ongoing. |
| *LM03* | *Establish a regular pattern of Senior leadership meetings across SLPS-MPPS-SPS.*  Completed. |
| *LM04* | *Develop a standing item of middle leadership development at the HOS meetings.*  Completed. |
| *LM05* | *Develop a standing item of curriculum development with innovation sharing across 3 schools. Emphasis on uses of LBQ across the 3 schools.*  Completed. A cross-partnership LBQ[[1]](#footnote-1) Development Day was planned in the Summer term to review how the schools were each using it. |
| *LM06* | *Collaboratively review each school's assessment practices for foundation stage subjects.*  The HoS said that she was exploring the use of Arbor[[2]](#footnote-2) for assessment of non-foundation subjects. She had discussed with the Head of Burley Woodhead how they had adapted the system to align with their curriculum and she would meet the company for a demonstration on 28 February 2023. If the school could afford the cost, she, the Deputy Head and a member of staff from Burley Woodhead would undertake the significant task of tailoring the system to Steeton’s curriculum, with a view to introducing it from September 2023.  The EHT said that HoS/Sandy Lane was also keen to adopt Arbor. **Replying to questions**, he said that the three partner schools would need to move towards use of the same system consistently if the proposal to form a federation proceeded, so that the Federation Board could be presented with consistent information across all schools. |
| *LM07* | *Make decision as to whether joint assessment practices should be undertaken for both core and foundation subjects.*  The HoS said that the schools were working towards joint assessment practices. |
| *LM08* | *Appoint someone to Work with pupils to produce one or more videos focused on aspects of the school Vision and Values- agenda item November meeting.*  The EHT said that, while it would be desirable to have one or more videos this school year, the need to focus on embedding the new curriculum made this impractical. Governors accepted this and agreed that the deadline for the milestone should be changed to Autumn 2023.  **Action: EHT** |
| *LM09* | *Set as an agenda item for November meeting. [Refers to: explore the scope, within budget constraints, for displays related to jobs, careers and professions.]*  Governors agreed that, in view of the need for the HoS to prioritise the embedding of the curriculum for the remainder of this school year, this should be deferred to the Spring 2024 term. They noted that the books that link governors had reviewed in the week prior to this meeting had shown clear evidence that pupils were being encouraged to think about future jobs, careers and professions, and one of the LGs said that she had seen that parents – a paramedic and an astrophysicist) had been invited into school to talk to pupils about their working lives.  **Action: EHT** |
| *LM10* | *Protect funding of after-school clubs and books to support Reading For Pleasure; set as agenda item.*  The EHT said that the need to ensure that Reading For Pleasure continued year on year, with books that children wanted to read, was being addressed through the Resources Committee. |

1. Milestones LM 11 to LM 19 would be reviewed at the next meeting.

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| **LM 11/22** | **Consider anonymised summary of staff strengths and weaknesses, based on Autumn 2022 observations –** *Documents A to C* |

1. The HoS showed on screen the feedback provided to phases following lesson observations conducted in January 2023.

[*Clerk’s note: this feedback has been uploaded to the Governors’ secure Teams folder for this meeting but is not attached to the minutes for reasons of confidentiality*.]

1. The HoS said that the development of vocabulary was working well across school, with staff in all year groups skilled in helping children to link words to actions and meanings. The focus on vocabulary was evident in all classes, and particularly in the two classes that covered the transitions between phases. She said that the learning of vocabulary included not simply knowing a word but also being able to relate it to the curriculum: for example, children in KS1 not only knew what migration meant but were able to relate it to what they had been learning; children in Oak (the Early Years/Key Stage 1 transition class) used mathematical vocabulary such as “parallel” and “vertical” while they were drawing.
2. An area for staff to consider was the need to teach the children rather than the lesson: if pupils needed to spend longer than the teacher had planned on (for example) a piece of vocabulary, teachers needed to be comfortable allowing them to do so. The HoS noted, however, that any reluctance to do so during the observed lessons might have been due to the fact that they were being observed.
3. It was pleasing that recent visitors from another school in Bradford had commented that “this is a real reading school, isn’t it?” Governors were pleased that other school professionals had picked this up.
4. A governor who visited school regularly said that pupils frequently approached her with a dictionary and asked her to pick a word so that they could look it up. This enthusiasm for learning vocabulary was excellent.
5. **Asked** how teaching and learning of vocabulary related to Reading For Pleasure, the HoS explained that children were encouraged to read books for pleasure but that, to be able to do so, they needed to be taught the essential building blocks of reading, such as vocabulary, context, comprehension etc.
6. **Asked** whether the teaching of vocabulary was linked to teaching of Writing and other subjects, the HoS said that this was done in Early Years through Drawing Club, where vocabulary was drawn form the books that classes were reading. Key Stage 1 and 2 vocabulary was drawn from Writing For Pleasure and from the Reading For Pleasure books, many of which were related to curriculum topics. A governor commented on the wide range of scientific vocabulary that she had seen in school during Science Week.
7. Governors were pleased with this evidence that the school continued to strengthen the integration of Reading and Writing with the rest of curriculum learning.
8. **Replying to questions**, the HoS said that WAGOLL stood for What A Good One Looks Like. WAGOLLS were used when classes were given a task to show what they should be aiming towards.
9. **Governors asked** whether the implementation and impact to date of Reading For Pleasure were as the HoS and the Literacy Leader had envisaged when they had embarked on it. The HoS said that it was, but that the next stage would depend on the availability of resources to purchase books for class libraries. **Asked** to define what she meant by “the next stage”, she said that the school had implemented the reading scheme that it called Reading For Pleasure but that, arguably, children were not really reading “for pleasure” because they were doing it at the direction of staff. True Reading For Pleasure would see children regularly taking books from class libraries to read at home because they wanted to do so. She said that another governor, who was the parent of a Steeton pupil, had commented that his child regularly asked him to buy books that he had been reading at school, and was developing a small library in his bedroom: this was the attitude that the school wanted all pupils to have towards reading.
10. This related to a discussion with the Link Governor for Parent and Community Involvement (LG/PCi) in the week prior to this meeting: they had agreed that the Governing Body needed to take a view on whether, as a matter of principle, it was right for the school to treat Reading For Pleasure as homework or whether, instead, the school needed to find the resources to purchase high quality books for class libraries. The EHT observed that the school set aside some £30k per year for IT but only £4k for books: this balance needed to be reviewed.
11. The HoS said that one of the challenges that the school had had to overcome was to persuade staff, particularly in Key Stage 2, that it was acceptable for pupils to lounge around, lie on the floor etc to read, and to talk about their books instead of being quiet. Governors agreed that children needed to feel relaxed and comfortable while they were reading and that chatting about books, recommending them to each other etc was behaviour that the school should encourage.
12. **Asked** whether the implementation and impact to date of Reading For Pleasure at Steeton were as the Reading For Pleasure people envisaged, the HoS said that it was: their feedback had been positive and from time to time they used Steeton as a model.
13. **Asked** whether, in the fullness of time, the school might be in a position to become a Reading For Pleasure hub, the HoS said that she saw no reason why not. The school had embarked on Teachers who Read and Readers who Teach, which was provided by the Open University and Reading For Pleasure to provide the knowledge and repertoire of books that staff needed so that they could choose books that would engage their pupils. Once pupils were reading regularly for the love of it, and were sharing that love of reading, the school would seek to expand that love of reading into the community.
14. Governors commented that the difference that Reading For Pleasure had made since its launch eighteen months ago was evident throughout school. Like Magic Mondays, the introduction of Reading For Pleasure had been transformational. A governor who regularly came into school to read with pupils said that they could not wait to get their books out: there was no question of them dragging their feet. The EHT agreed: the impact was being seen in children’s reading behaviours: they were clearly enjoying reading, and this was backed up by the feedback from governors and visitors to school.
15. Governors noted that identifying, securing Foyle Foundation funding and driving the adoption and implementation of Reading or Pleasure had been a significant piece of work and congratulated the HoS and her team on the impact it had already had. They looked forward to seeing the changing reading behaviours reflected in pupil outcomes.
16. Governors noted in passing that, among the planned pupil videos, the one on Magic Mondays should be given priority as a showcase for this transformational element of the curriculum.

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| **LM 12/22** | **Other business notified at Item LM 06/22 above** |

1. There was no other business.

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| **LM 13/22** | 1. **Date of next meeting** |

1. The next meeting will be held at **1.30pm on Monday 05 June 2023**.

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| **LM 14/22** | 1. **Date of next meeting** |

1. **The meeting closed at 2.22pm**

***Helen Osman Governance Services***

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1. LBQ – Learning by Questions: a classroom app with curriculum-aligned question sets, immediate feedback, automatic marking and instant insight to enable targeting of interventions [↑](#footnote-ref-1)
2. Arbor – a cloud-based Management Information System for schools [↑](#footnote-ref-2)