

The Governing Body of Steeton Primary School
Meeting of Wednesday 02 November 2022

MINUTES

The meeting commenced at 6.06pm

Attendance

Governors

John Cooper – Executive Headteacher (EHT)
Adam Longden
Stefan Mills
Adam O'Neill
Claire Redman – Deputy Headteacher (DHT)
Emma Wainwright (Chair and Chair/Resources)

Others

Helen Osman (Clerk)

Apologies

Sue West

Documents

| | | |
|---|----------------|----------------------------------|
| A. Declaration of Pecuniary Interest form | Item 04/22 | Available with agenda |
| B. HoS report | Item 06/22 | Shown on screen and now on Teams |
| C. HoS Learning Walk report | Item 06/22 | Available prior to meeting |
| D. SEND update | Item 08/22 | Available with agenda |
| E. Report on GB decision by e-mail October 2022 – PAN reduction | Item 10/22 | Available with agenda |
| F. Draft SDP 2022-23 – Quality of Education section | Item 14/22(a) | Available with agenda |
| G. Draft SDP 2022-23 – Behaviour & Attitudes section | Item 14/22(a) | Available with agenda |
| H. Draft SDP 2022-23 – Leadership and Management section | Item 14/22(a) | Available with agenda |
| I. Note on process to establish a federation | Item 14/22 (b) | Available with agenda |
| J. Safeguarding Children policy handbook | Item 17/22 | Available with agenda |
| K. Openreach Wayleave application – e-mail plus attachments | Item 20/22 | Available with agenda |
| L. NGA Governing Body model Code of Conduct | Item 22/22 | Available with agenda |
| M. Governing Body workplan 2022-23 | Item 25/22 | Available with agenda |
| N. Draft agenda for possible GB Development session | Item 26/22 | Available with agenda |

Summary of Actions

| Action No. | Action | Person | Deadline |
|------------|---|--------------|-------------|
| 18/21 | EHT to explore scope for the website version of the Ways of Working diagram to enable the use to see the content of each element by hovering over it with their cursor. [<i>Deadline amended at FGB 02-11-2022</i>] | J Cooper | 14-12-2021 |
| 21/21 | EHT to provide to the next LG/QE meeting a summary of support provided to Year 6 cohort throughout their time at Steeton | J Cooper | 21-07-2022 |
| 65/21 (i) | HoS to invite S Mills to planned meeting with the Chair/Res to discuss possible fund-raising projects | C Redman | Autumn 2022 |
| 89/21 | Faculties to explore the scope to seek Arts Council accreditation for the school's Arts and Crafts offer. | C Redman | 31-12-2022 |
| 97/21 | School to circulate to Governors a copy of the monitoring schedule for autumn 2022. | C Redman | 31-08-2022 |
| 106/21(c) | Vice Chair (<i>now Chair</i>) to undertake Safer Recruitment training | E Wainwright | Autumn 2022 |

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| 04/22 | Adam O'Neill and Emma Wainwright to return completed Annual Declaration of Pecuniary Interest form to the school. | A O'Neill E Wainwright | URGENT |
| 05/22 | Governors to participate in Autumn 2 monitoring activities according to availability: <ul style="list-style-type: none"> • Book Look • Pupil Progress Meeting | A Longden S Mills A O'Neill | Autumn 2022 |
| 06/22 | School to report to Resources Committee on how the cover supervisor vacancy is to be managed. | J Cooper | 23-11-2022 |
| 10/22 | EHT to prepare, and Chair/GB to clear, a note from the Chair on the proposed PAN reduction, to appear in the school newsletter. | J Cooper E Wainwright | 04-11-2022 |
| 17/22 | HoS to amend Safeguarding Policy Handbook in light of technical comments from NG/SG. | C Redman | 30-11-2022 |
| 21/22 | HoS to contact Mr Ahmed, potential new governor | C Redman | 15-11-2022 |
| 24/22 | Joint Committee members to explore with Sandy Lane the scope for Steeton to co-opt SL governors/staff as governors | J Cooper | 11-11-2022 |
| 27/22 (a) | Clerk to send copy of a Written Statement of Behaviour Principles to HoS. | H Osman | 15-11-2022 |
| 27/22 (c) | Governors to explore the Governor Team, referring any technical/access questions to the school and any question about the files to the Clerk. | All | 30-11-2022 |

Emma Wainwright welcomed governors to the meeting and informed them that, for personal reasons, Sue West had advised that she needed to step back from her governance responsibilities for a period of time. This would necessitate a re-organisation of responsibilities within the Governing Body that would be discussed during this meeting. The Governing Body agreed to offer Sue West a six month leave of absence, during which her apologies would automatically be recorded and accepted for all meetings.

The Clerk took the chair pending completion of Item 01/22.

01/22 Elect Chair and Vice Chair

1. The Governing Body agreed that the term of office of the Chair and Vice Chair should be the school year 2022-23, running until the first Governing Body meeting of school year 2023-24.

Election of Chair

2. Emma Wainwright was nominated as Chair. She expressed concern about whether, in light of her work, educational and domestic commitments, she would be able to devote sufficient time to the role of Chair, but recognised that all governors had similar pressures on their time. She was therefore prepared to accept the nomination. No other nominations were received.

➤ **The Governing Body unanimously elected Emma Wainwright as Chair for 2022-23.**

3. Governors undertook to support the Chair by sharing the workload. The Executive Headteacher (EHT) said that he would ensure that the school did everything possible to streamline matters that came before her so that she could deal with them swiftly. He asked that she let him know if she felt that the load was affecting her wellbeing: the GB and school would find a way to manage the situation.

Emma Wainwright took the chair.

Election of Vice Chair

4. Stefan Mills was nominated as Vice Chair. No other nominations were received.
 - **The Governing Body unanimously elected Stefan Mills as Vice Chair for 2022-23.**

02/22 Apologies for absence and their acceptance

5. Apologies had been received, and were accepted, from Sue West. The Clerk said that Sue West had intended to attend this meeting and had provided a note of the points she had planned to make. The Clerk would feed these points into the meeting under the appropriate items.
6. Governors had understood that Amjid Ahmed, potential Co-opted Governor, had been expected to attend this meeting.

[Clerk's note: *Communication with Mr Ahmed after this meeting revealed that he had been unable to attend at the last minute. He had attempted to telephone the Clerk to give apologies but had been unable to get through. He has been provided with the details of the next meeting.]*

03/22 Notification of other urgent business and requests to vary the agenda order

7. The Governing Body agreed to take additional business as follows:
 - Staffing matters to note – at Item 06/22
 - The Public Sector Equalities Duty and the Positive Behaviour policy – after Item 20/22
 - Agreement of dates for Link Governor meetings in November 2022 – at Item 26/22
 - Use of Teams for the management of Governor documents – at Item 27/22

04/22 Declarations of interest – Document A

a) Annual

8. John Cooper, Adam Longden, Steff Mills and Claire Redman returned completed Annual Declaration of Pecuniary Interest forms to the Clerk, who passed them to the DHT to be filed on the publicly available Governors' folder.
9. The Governing Body asked that the remaining governors return a completed Annual Declaration of Pecuniary Interest form to the school as a matter of urgency.

Action: Adam O'Neill, Emma Wainwright

b) Items on this agenda

10. There were no declarations of interest in items on the agenda for this meeting.

05/22 Minutes of meeting of 13 July 2022 and matters arising

- **The minutes were agreed as a true record of the meeting**

Update on actions from previous meetings

| Action | Action | Status |
|--------|--|-------------------------|
| 18/21 | <i>EHT to explore scope for the website version of the Ways of Working diagram to enable the use to see the content of each element by hovering over it with their cursor.</i> | Amended deadline |

The EHT showed the Child to Vision diagram on the re-launched Sandy Lane site on screen: the HoS was working with Primary T¹ to create a similar presentation of the Steeton diagram. He understood that it would not be possible to see the content of each element by hovering over it. Steff Mills said he would visit school to look into this.

Revised deadline: Next meeting.

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| 21/21 | <i>EHT to provide to the next LG/QE meeting a summary of support provided to Year 6 cohort throughout their time at Steeton.</i> | Ongoing |
| | The ET confirmed that the information would be provided at the LG/QE meeting this month. | |
| 65/21 (i) | <i>HoS to invite S Mills to planned meeting with the Chair/Res to discuss possible fund-raising projects.</i> | Ongoing |
| | To be done. | |
| 80/21 | <i>EHT to commission GB skills audit in time for the outcome to inform the next GB meeting.</i> | Deferred to Autumn 1 2023 |
| | Governors agreed to defer this action to Autumn 1 2023 in light of other priorities. | |
| 89/21 | <i>Faculties to explore the scope to seek Arts Council accreditation for the school's Arts and Crafts offer.</i> | Not yet due |
| | In hand. | |
| 95/21 | <i>DHT to ascertain whether recent training in autism addressed autism in girls, and feed back to the next meeting.</i> | Closed |
| | The Head of School said that she had discussed this with the SENCo, who had established staff support groups for each area of need. An accredited course was being undertaken that included a focus on girls and autism. | |
| 97/21 | <i>School to circulate to Governors a copy of the monitoring schedule for autumn 2022.</i> | In hand |
| | The HoS planned to circulate to governors in the week of this meeting a schedule of school monitoring activities so that they could indicate which they would attend. Subject to availability on the relevant dates, governors agreed that: | New action |
| | <ul style="list-style-type: none"> • Adam Longden would attend a Book Look • Adam O'Neill and/or Staff Mills would attend a Pupil Progress Meeting. • Other governor monitoring would take place through the termly Link Governor meetings. | |
| 98/21 | <i>Chair to pursue with School Governor Service why she no longer receives notification of Governor Forum events.</i> | Closed |
| | The Clerk said that the previous Chair had indicated that governors were no longer notified of the termly governor briefings because the school no longer bought into the Bradford Council School Governor Service Advice and Guidance package. | |
| 101/21 | <i>Staff wellbeing survey:</i> | |
| | <i>(i) SLT to review options for using space in consultation with staff and the Site Manager, taking account of the costs and benefits of the validated options.</i> | Closed |
| | <i>(ii) Following consultation with SLT, Vice Chair to produce a "You Said ... We Did ..." response to the survey for circulation to staff.</i> | |
| | Governors noted that the HoS had issued a report on the staff wellbeing survey. Asked whether there had been any further feedback, the HoS said that there had not. The survey had been both useful and positive and she proposed to run a further survey in the late spring or early summer. She would include questions about how the school had responded to this survey. | |
| | Governors agreed to take a report on the next staff survey at its Summer 2 2023 meeting. | |

¹ Primary T – provider of the school's IT support service

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|-----------|---|-------------|
| 103/21 | Clerk to convene GB development session in September 2022. See Item 26/22 below. | Closed |
| 106/21(c) | Vice Chair to undertake Safer Recruitment training. In hand. | Not yet due |

Standing and other reports to the Governing Body

06/22 Head of School's report - Documents B and C

11. The Head of School (HoS) showed her report (*Document B*) on screen. There were 289 pupils on roll, six of whom had joined the school shortly before the October census. Nine pupils had joined the school so far this year, several of them New To English (NTE). Balancing the needs of these children for intensive support with those of existing pupils was challenging: the school would continue to do its best for all its pupils. It was looking into the funding support that might be available for a Ukrainian pupil.

a) Report on Persistent Absence

12. Overall attendance was just below 96%, the pre-Covid national average. This reflected continual effort on the part of the Inclusion and Welfare Officer and other staff to apply the attendance procedures rigorously and support families. There was no pattern to absences: most were due to typical winter illnesses.
13. Persistent Absence (PA)² stood at 12.5%, compared with a Bradford average of 18.9%. PA pupils at Steeton were either absent for genuine reasons or had taken extended leave: none were persistently absent in the sense of regular unexplained absence.
14. Governors noted the need to be cautious about comparing the school's PA against that of Bradford: the Executive Headteacher (EHT) had uploaded to the Publications and Articles folder in the Governor Team an analysis of attendance that showed Bradford as 149th out of 151 local authorities. No additional funding was being directed to Bradford to address this. Nevertheless, it was encouraging that overall attendance at Steeton was in line with the pre-Covid national average.
15. **Asked** whether PA was affected by Covid, the HoS agreed that some families had lost the habit of regular attendance during the Covid lockdowns.

b) Staffing

16. Staffing was proving challenging at present in light of a high level of staff absence, particularly among support staff. The HoS reported that two staff, an HLTA and a cover supervisor, had resigned; the Deputy Headteacher had requested a reduction in hours; and Reception had been moved to the library to manage staff changes. The EHT said that, in light of the forecast budget deficit of some £40k, departed staff would not automatically be replaced. A number of decisions were required at this meeting.

Management of vacancies following resignations

17. The salary and on-costs of the HLTA³ who had resigned equated to a significant proportion of the forecast deficit. The school had considered how it might manage without the post. By moving Reception into the library from January 2023, the school could manage without another teacher. This would require some expenditure on refitting the library, but significantly less than the costs of filling the post. Governors noted that moving Reception to the library would also resolve issues with toileting and outdoor space.

² Persistent Absence (PA) – attendance by a pupil of less than 90% (ie 19 days or more missed in one year)

³ (HL)TA – (Higher Level) Teaching Assistant

18. **Replying to questions**, the HoS confirmed that Early Years staff had been consulted on this proposal. The classes had spent the day together and staff had reported that it had gone well: they had said that, if the classes were together all the time, a third adult would not be required. **Asked** how the current Reception area would be used, the HoS said that part of it would become the new library. The English Leader, who was a Specialist Leader in Education (SLE), planned to offer an English package to other schools and would like Steeton to become a hub for that purpose. The area would also include an intervention space and a parent meeting room.
19. **Replying to questions**, the HoS said that the school had checked that the proposed move of Reception to the library would meet all Health and Safety, Early Years and other regulatory requirements. The school would ask the Local Authority (LA) for permission to close one day early at the end of the Autumn term for the move to be undertaken.
20. **The Governing Body agreed** to the proposed move of Reception to the library area and congratulated the senior leadership team on taking an imaginative approach to a potential staffing challenge that worked better for staff, made more effective use of the estate and improved the budget position.
21. The EHT said that the school was still considering how to address the cover supervisor vacancy: the hope was to upgrade an existing member of support staff but if no-one suitable came forward it might be necessary to backfill. The school would report to the Resources Committee on this.

Action: EHT

Change to DHT hours

22. The HoS shared with governors the content of letter from the DHT requesting a reduction in her hours from 0.8 to 0.6 fte⁴, with her current teaching commitment moved to a member of staff who was not paid on the leadership scale. Within the proposed three days per week, she expected to meet all her leadership commitments and develop the teacher training provided by the school with a view to becoming a SCITT⁵ provider. The HoS said it was true that the school could save money by moving the DHT's teaching commitment to a teacher who was not on the leadership payscale and noted that becoming a SCITT provider would generate income for the school. However, she had made clear to the DHT that the school could not guarantee that it would be possible for her to return to working 0.8fte if she wished to do so in future and that, if it were possible, she would need to return to the classroom for part of her time.
23. **The Governing Body approved** the request of the DHT and agreed that it should take effect from a date to be negotiated between the HoS and the DHT.

First aiders

24. The EHT said that the Resources Committee had agreed that, in the current financial climate, the school could no longer afford to pay the annual bonus to first aiders that it had introduced a number of years ago. The EHT had written to the first aiders to thank them for their important work, explain the financial constraints and inform them that the bonus could no longer be afforded. Five of the six first aiders had replied to him jointly saying that they did not see the annual payment as a bonus but as pay for the job of first aider. Governors were clear that the payment was a discretionary bonus and **the Governing Body confirmed** the decision of the Resources Committee that it could no longer be afforded in light of the school's challenging financial position.

⁴ fte – full time equivalent. A full-time staff member counts as 1.0 fte; someone working 3 days per week counts as 0.6 fte etc

⁵ SCITT – School-Centred Initial Teacher Training

25. **Replying to questions**, the EHT and HoS thought that one, or possibly two, of the five staff might respond by ceasing to be first aiders.

Potential long term staff absence

26. The HoS alerted the GB that a member of support staff might need to take long term absence. Support staff were not covered by the school's supply insurance, so it could be costly to cover the absence if it came about.

c) **Behaviour and attitudes**

27. Behaviour remained strong, despite the increased number of incidents recorded on CPOMS⁶ compared with the Autumn 1 half term in 2021. The increase reflected increased vigilance by staff and a tightening of recording so that incidents were now recorded as amber that might not have been a year ago. Governors knew from their regular visits that behaviour in school was good and accepted that the increased number of incidents recorded on CPOMS reflected higher standards set by the school.
28. Referring to Document C, the HoS said that her Learning Walk had shown the learning environment, resources, behaviour and books to be good overall but had highlighted a need to focus on the pride that pupils took in their books. It was possible that this was related to increased need for pupils to undertake more freehand work as the school sought to eradicate the use of worksheets and so reduce the costs of reprographics. This would encourage pupils to be more independent, but it would take time for them to develop the necessary skills.

d) **Safeguarding and Child Protection**

29. The Safeguarding policy was in place and up to date and safeguarding training had been provided for staff. The HoS said that the Inclusion and Welfare Officer had asked her to include in her report the reference to the forty children known by the school to be vulnerable who were not currently being supported by external agencies and for whom the school was providing support as Lead Professional.

e) **After-school clubs**

30. The HoS reminded governors that the school had been unable to run after-school clubs in the summer 2022 term because they had not been viable. The school was now able to run a small number of clubs at the prices shown in the report. Governors considered the prices to be reasonable.

e) **Monitoring and evaluation of quality of education**

31. The HoS said that observations had not been carried out in the autumn 1 half term: she had made the judgement that staff needed time to adjust to the new curriculum and staffing changes. A Book Look had been carried out as part of her learning walk and observations would be conducted in the autumn 2 half term as part of the performance management process.
32. The EYFS leader and HoS had met the Read Write Inc⁷ Quality Assurance Officer this week to finalise a strategic plan to ensure that the target of 95% of pupils passing the Year 1 Phonics test was met. The target was realistic but challenging: it would depend on having the necessary staff in place.

⁶ CPOMS - a software application for monitoring child protection, safeguarding and welfare issues and generating related alerts and reports

⁷ Read Write Inc – a series of four literacy programmes, developed by Ruth Miskin, for children of various ages from 3-11 covering Phonics, Literacy & Language and Spelling

33. The school would undertake a forensic review of the impact of LBQ⁸ in Maths and how its use could be extended to other curriculum areas. LBQ was an effective tool and it was important to ensure that the school was making best use of it.
34. The HoS was working with her opposite numbers at Sandy Lane and Myrtle Park⁹ to research a more effective way to assess and record attainment in foundation subjects.
35. The Governing Body thanked the HoS for her comprehensive and useful report.

07/22 Report from Resources Committee meeting of 05 October 2022

36. Emma Wainwright, in her capacity as Chair of the Resources Committee, reported the following key points from the meeting on 05 October 2022.

Catering contract

37. The Committee had received a presentation from Bradford Council's (BC) Catering Manager on the improvements that BC would make to the dining area in return for signing up for a five-year contract.
38. The HoS said that the Catering Manager had since written to the school in response to the Committee's request to know what BC could offer if the school opted for a three-year contract: they would offer a second-hand mobile station instead of a new one, and annual cost increases would be "reasonable". As with the original offer related to a five-year contract, BC would paint the dining hall and provide new signage, crockery, cutlery, new tables to give family dining room etc. Char/Res said that the provision of a second, mobile station reflected feedback from a pupil survey that they were happy with the food provided but that too much time was spent queuing. The Committee had been concerned that BC would not guarantee the annual price increases.

Canopy for the MUGA

39. The Committee had agreed that the school should develop a costed proposal for its consideration to install a canopy over the MUGA¹⁰ so that it could be used year-round and in all weathers. If the canopy could be afforded, it would allow the school to hire out the MUGA and so generate income.

08/22 Termly report from Named Governor for SEND including receipt of th annual SEND Information report to the Governing Body – Document D

40. As discussed at the start of the meeting, Sue West, Named Governor for SEND (NG/SEND), had been obliged to step back from her governance responsibilities. The Clerk read from the note that NG/SEND had provided on what she had intended to say under this item.
41. Changes to LA services had given training opportunities for staff but the picture remained disappointing in terms of the length of time taken to undertake assessments and reach decisions: this was very detrimental to the children concerned. LA staff were now being transferred to the new Children's Trust that would run Bradford's children's services: it was not clear how many staff might choose to leave.
42. The national SEND review consultation had closed. NG/SEND anticipated that decisions would be made around the end of the year about national standards for EHCPs¹¹ and reductions in funding.

⁸ LBQ – Learning by Questions: a classroom app with curriculum-aligned question sets, immediate feedback, automatic marking and instant insight to enable targeting of interventions

⁹ Sandy Lane and Myrtle Park Primary Schools – Steeton's partner schools

¹⁰ MUGA – Multi-Use Games Area

¹¹ EHCP – Education, Health and Care Plan: Introduced by the Children and Families Act 2014

43. The SENCo had merged the SEND policy and statutory annual SEND Information Report into a single document for publication on the website. She continued to support Myrtle Park as well as Steeton. A governor said that a colleague who had a child at Myrtle Park had spoken very highly of the SENCo.

09/22 Note any safeguarding incidents since the previous meeting

44. None reported.

10/22 Report on decision by e-mail: agreement to a reduction in the School PAN (Published Admission Number) – Document E

45. **The Governing Body endorsed** the agenda paper.
46. The HoS said that the PAN consultation would run from 03 November to 15 December 2022. She had received the consultation documents from Bradford Council and would send them to parents and staff at 9.00am on 03 November 2022.
47. **Asked** how she thought parents would respond to the proposal to reduce the school PAN, the EHT said that it was difficult to say. Governors considered that it would be helpful to parents to know that the Governing Body favoured the reduction and its reasons for taking this position. The GB agreed that the school newsletter should include a piece from the Chair explaining this: the EHT would prepare a draft, and the piece would be sent out in the newsletter on 04 November 2022.

Action: EHT, Chair

11/22 Report on Chair's actions and correspondence

48. The Clerk read from the note provided by Sue West before she had been obliged to step back from her governance role. The then Chair had taken the following actions:
- Voted on the proposal to consult on reducing the school PAN.
 - Completed Adam Longden's induction as governor.
 - Received an update from the Parish Council on the park next to the school, which was in a poor state of repair and whose equipment was unsafe. The Parish Council was frustrated that the LA had provided no timescale for remedial work.

The Chair said that the Parish Council had employed a playground design consultant who had met parents and twelve pupils, who had represented the needs of the community as well as the school. They had discussed the potential for the park as a space for residents of the local care home, the need to protect it against antisocial use by avoiding walls and hidden corners, the desirability of providing a well-lit space for young people to meet, the needs of people with disabilities. The consultant would report back to the Parish Council, which would presumably seek a co-funding agreement with Bradford Council. Sadly there was no indication of how long this would take, and in the meantime the site remained unsafe.
 - The (then) Chair had responded to NGA consultations on the financial challenges facing schools and the challenges in recruiting governors.
 - She had attended a leaving assembly for Mrs Simpson and had thanked her with a gift on behalf of the GB.

12/22 Report on Governors' visits, training and development

49. Governors reported as follows:
- Sue West had attended the LA course on Effective Financial Governance and had sent a report to the school.

- Stefan Mills had undertaken further safeguarding training in light of changes to the legislation.
 - Adam Longden had completed his induction as new governor.
 - Adam O'Neill had undertaken safeguarding training and update training on Prevent.
50. The Clerk reminded governors to ensure that they sent copies of all training certificates to the Business Manager.

School performance, planning and impact

13/22 Review Self Evaluation form for 2021-22 in light of SATs and other outcomes at Link Governor meetings

51. Governors agreed that the SATs data from July 2022 did not change the judgements in the 2021-22 SEF. The SEF made clear that SATs outcomes were the key barrier in the school's path to excellence, and the 2022 outcomes confirmed that view, with outcomes below national averages. Governors and leadership would need to monitor pupil progress and attainment closely throughout the coming year.
52. Governors discussed whether the Pupil Offer should be curtailed to focus more on the core curriculum. They agreed that it should not: the activities in the Pupil Offer were essential to provide Steeton's children with the life experiences and cultural capital that they needed both to perform well in curriculum areas and to develop as well rounded citizens with a strong understanding of British values and high aspiration. As discussed earlier in the meeting, forty or more of the school's pupils (approximately 15%) fell into vulnerable categories: the elements of learning that would be lost if learning were focused solely on data were critical to the future life chances of these pupils.
53. The view of the HoS was that the key to improved outcomes was the proposed reduction in the PAN. **Asked** whether this was due to the need for mixed age classes, the EHT said that it was: younger children in mixed age classes tended to do less well than in a single year group class. This was particularly so for children who were NTE.
54. Governors noted that the evidence they had seen in school indicated that pupils were benefiting from the high quality curriculum and strong teaching and learning that had been put in place in recent years: the quality of pupil's work in their books and displays had improved immensely over the last four to five years, despite the clear impact of Covid, and the forecast outcomes for the 2023 Year 6 cohort were higher than the 2022 outcomes.
55. Governors remained confident that the school's approach was right: the new curriculum was well-designed, teaching and learning was strong, behaviour was excellent and the continuing development of the Pupil Offer was providing a wide range of experiences to develop pupils' understanding of the wider world and the opportunities for future education and employment. They did not consider it prudent to change the approach in a knee-jerk reaction to snapshot data. Aside from actions to address specific purposes, such as providing additional Maths during Magic Mondays, governors therefore agreed that the current approach should continue, though they would monitor progress closely.

14/22 Approve the School Development Plan (SDP) for 2022-23 – Documents F to I

56. Governors had agreed the SDP priorities for 2022-23 at the GB meeting on 13 July 2022. The EHT said that agenda papers F, G and H were worked up sections covering Behaviour & Attitudes, Quality of Education and Leadership and Management. They continued and further developed the work that had been done in 2021-22.
57. **The Governing Body approved** the format and approach of the developing SDP and **asked** that Link Governors review and approve their sections of the SDP at the forthcoming round of Link Governor meetings.
58. Governors agreed dates for Link Governor meetings as follows:

| LG area | Date | Governors |
|---|--------------------------|-------------------------|
| Quality of Education | 01-12-2022 at 2.00pm | E Wainwright, A Longden |
| Behaviour & Attitudes, Personal Development | 02-12-2022 at 12.30.00pm | A O'Neill |
| Leadership & Management | 01-12-2022 at 1.00pm | E Wainwright |
| Parent & Community Involvement | 24-11-2022 at 3.00pm | S Mills |
| Early Years | 02-12-2022 at 2.00pm | E Wainwright, A O'Neill |

a) Approve targets for 2023 statutory tests

59. The Governing Body agreed to defer the approval of 2023 statutory tests to the Spring 1 meeting, when the December 2022 data would be available.

b) Discussion of next stages for school partnership with Sandy Lane and Myrtle Park

60. The Clerk read from the note provided by Sue West prior to this meeting: DfE had issued new guidance on federations, though government policy, as stated in the Schools White Paper¹², was that schools should academise by 2030. The GB needed to future-proof its vision and ethos for the school and consider how best to meet the challenges ahead within this government policy environment. The benefits of federation included financial resilience; economies of scale for key services; a central approach to curriculum design and expertise; and expanded opportunities for career development, staff training and governor recruitment. It would be useful to share views at this meeting in preparation for a meeting of the Joint Committee¹³ on 11 November 2022.
61. The EHT said that Sandy Lane GB had set up a Working Group to discuss the school's response to the Schools White Paper. The Working group had identified five options for the school's future structure, ranging from remaining as a maintained school to joining an academy chain. It had concluded that the best option would be for the schools to federate: this would facilitate:
- streamlining of work. The EHT was seeing considerable duplication of work across the three schools in the partnership, not because the schools were copying or formally supporting each other but because they all had to cover similar ground.
 - streamlining of governance. A federation would have a single governing body to run the schools. The GB could be supported by small local governing bodies, perhaps meeting two to three times per year, to oversee the unique vision and ethos of the individual schools. There could be scope for joint Link Governor meetings. The EHT would personally find such streamlining helpful; he was currently spending a great deal of time servicing governor meetings that often covered very similar ground, and his time could perhaps be better used elsewhere.
 - joint working. The HoS reminded governors that the schools already worked together, and there was scope to strengthen this. She saw the relationship between the schools as symbiotic: they were each unique but worked together well for the benefit of all.
 - effective financial management;
 - shared expertise of support staff (eg the SENCo)
62. Governors suggested that this sounded very much like an academy. The EHT agreed: the key differences between an academy and a federation were that in a federation:
- Schools continued to be maintained schools.
 - Schools continued to be funded via the local authority, rather than directly by the Secretary of State.

¹² Schools White Paper March 2022 – “Opportunity for all Strong schools with great teachers for your child” (available [here](#))

¹³ Joint Committee – a Joint Committee of the Governing Bodies of Steeton and Sandy Lane Primary Schools

- A federation could be dissolved.
 - Governance structures could be designed to suit the needs of the schools.
 - Staff continued to be employed on national pay and conditions.
63. It was possible that the schools might be obliged by government to academise in due course, but the clear view of the working group was that federation was the best option for Sandy Lane and that, if Steeton agreed, the schools should move in this direction in the near future. Becoming a federation did not preclude academisation at a later date: the latest guidance on federations made clear that a federation could apply to academise.
64. The EHT said that he had not broached the possibility of federation with Myrtle Park: they remained new to the partnership and had not yet decided whether they would wish to remain within the partnership once the initial period of school-to-school support had been completed.
65. **Asked** whether pupils would benefit from federation, the EHT said he believed they would. As an example, within six weeks of starting to work with Myrtle Park the partnership had been able to put in place most of the systems that the school needed to make rapid and sustainable progress.
66. Governors made the following points in discussion:
- a) If the schools federated, any local GB set up for Steeton would need to include strong staff and parent representation to ensure that the federation GB remained in touch with what was happening on the ground.
 - b) Joining together with other schools with similar visions and values would strengthen them all to face the challenges ahead within an uncertain national and local policy environment.
 - c) This strengthened identity could be valuable in offering support to other schools and generating income.
 - d) The relationship between Steeton and the other two schools in the partnership was close: a review of the minutes of meetings would show that the GBs continually referred to each other and that, while the links were valuable, there were elements of duplication of effort.
67. **Asked** whether pupils would benefit from federation, the EHT said he believed they would. Within six weeks of starting, the partnership with Myrtle Park had been able to put in place most of the systems that the school needed to make rapid and sustainable progress.
68. **The Governing Body unanimously agreed** to explore the option of federation further with Sandy Lane, initially at the Joint Committee meeting on 11 November 2022.

15/22 Note staff Performance Management objectives for 2022-23

69. The HoS said that staff performance management objectives for 2022-23 were:
- To implement the Steeton Curriculum, including Pupil Offer, ensuring that all children – particularly SEND and disadvantaged – know, remember and can do more.
 - To embed Writing for Pleasure to improve writing outcomes for all pupils.
70. In addition, teachers would be expected to meet the Teaching Standards. Governors noted that the objectives were aligned with the school vision, strategy and School Development Plan.

16/22 Pupil and Sports Premiums: delegate to Link Governors for Quality of Education the receipt of the reports on 2021-22 outcomes and approval of the plans for 2022-23

71. The Governing Body delegated receipt of the Pupil and Sports Premium reports on 2021-22 outcomes and approval of the plans for 2022-23 to the Link Governors for Quality of Education.

Review policies and other key documents

17/22 Safeguarding and Child Protection policy handbook – Document J

72. Stefan Mills undertook to forward to the HoS a number of technical amendments to the policy handbook (updating of names to reflect recent governor role changes, typographical errors etc).

Action: HoS

- **Subject to these amendments**, the Governing Body unanimously approved the Safeguarding and Child Protection policy handbook.

18/22 HR and staff policy handbook

73. Governors noted that the HR policies had been provided by PACT HR, the school's provider of HR support services, and had been legally cleared and agreed with the unions.

- **The Governing Body unanimously approved** the HR and Staff policy handbook and agreed that all PACT HR policies should be adopted as written and as updated by PACT HR.

74. Governors noted that any local discretion exercised in relation to the policies would need to be approved by the GB or Resources Committee, depending on the policy in question.

19/22 Health and Safety policy handbook

- **The Governing Body unanimously approved** the Health and Safety policy handbook.

20/22 Consideration of Openreach Wayleaves request – Document K

75. Governors noted that Openreach had requested permission to erect a mast on school property. **Replying to questions**, the Head of School said that the request presented no difficulty for the school. **The Governing Body agreed** to allow the request, which was consistent with the schools community-centred vision.

27/22 Urgent other business referred from Item 03/22 above

a) Positive Behaviour policy

76. **The Governing Body delegated** approval of the policy to the Link Governor for Behaviour & Attitudes.

77. The Clerk undertook to send an example of a Written Statement of Behaviour Principles to the HoS.

Action: Clerk

b) Equalities policy

The Governing Body:

- **approved** the following equalities objectives:
 - Provide a curriculum that meets the needs of all learners, ensuring that schools 'Learning for Life' curriculum leads to maximum opportunity to gain cultural capital and age-related attainment.
 - Ensure effective use of Pupil Premium, closely monitoring its impact on disadvantaged pupils. Work diligently to close the attainment gap between children who are in receipt of pupil premium and those who do not.
 - Improve provision for lowest 20% of pupils to ensure they make good or better progress.
 - Deepen teachers' curriculum subject knowledge ensuring that continuing professional development is always at the top of Leadership and Management

agenda when providing an excellent quality of Education; thus, improving the equality of opportunity for all learners at Steeton Primary School.

- **approved** the Equalities policy; and
- **delegated** approval of the annual report on equalities to the Link Governors for Leadership and Management.

Governing Body business

21/22 Co-option of governor

78. In the absence of Mr Ahmed, this item was deferred. The HoS would contact him to establish his position on joining the GB.

Action: HoS

22/22 Re-adoption of Governor Code of Conduct – Document L

- **The Governing Body unanimously adopted the Code of Conduct as set out in the agenda paper.**

23/22 Confirmation that governors have read and understood *Keeping Children Safe in Education (KCSiE)*

79. All governors present confirmed that they had read and understood KCSiE.

24/22 Review governor vacancies

80. Governors noted that the GB currently had three vacancies for Co-opted Governors: they hoped that r Ahmed would fill one of these vacancies. The Clerk read from notes provided by Sue West prior to the meeting: the GA review had indicated a national picture of difficulty in recruiting school governors. The GB's efforts to identify potential new governors through Inspiring Governance and their personal and professional networks had proved unsuccessful. If the school moved towards federation with Sandy Lane, this would reduce the overall number of governors required by the schools.
81. Governors discussed whether efforts to recruit new governors should be paused while the option f federation was explored further, but concluded that the three vacancies and the leave of absence for Sue West left it short of capacity.
82. The EHT proposed, and the GB agreed, to explore with Sandy Lane governors and staff whether they would be willing to be co-opted as governors at Steeton. Replying to questions about staff from Sandy Lane being governors at Steeton, the Clerk recommended that the number of be limited to one. The GB agreed that the Chair, Vice Chair and EHT should explore this proposal with Sandy Lane at the Joint Committee meeting on 11 November 2022.

Action: Joint Committee members

25/22 Agree Governing Body workplan for 2022-23 – Document M

- **The Governing Body unanimously approved the Governing Body workplan for 2022-23.**

26/22 Agree a date for a Governing Body Development session in the autumn 2 half term – Document N

83. The GB agreed that, in light of work that Link Governors were doing, through their monitoring of the SDP and other activities, to ensure fidelity to the school vision, a GB Development session would not be best use of the time of senior leaders or governors this year. They would consider at the end of the year whether to hold a GB Development session in 2023-24.

Closing items

27/22 Urgent other business referred from Item 03/22 above

c) Governor Team

84. The EHT said that the school had established a Governor Team for management of meeting and other papers. Governors undertook to log into Teams and explore the site, referring any technical or access questions (eg log-in details) to the school and any questions about the file structure to the Clerk.

Action: All

28/22 Date of Next meeting

85. The next meeting would be held **on Teams at 6.00pm on Wednesday 14 December 2022.**

29/21 Closure of meeting

86. **The meeting closed at 8.36pm.**