

The Governing Body of Steeton Primary School
Meeting of Wednesday 14 December 2022 (held on Teams)

MINUTES

The meeting opened at 6.03pm

Attendance

Governors

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

Others

Helen Osman (Clerk)

Documents

A. Executive Headteacher report	Item 35/22	<i>Circulated with agenda</i>
B. Report on decision by e-mail: appointment of governor to Resources Committee and Pay sub-Committee	Item 38/22	<i>Circulated with agenda</i>
C. Autumn term progress and attainment headline data	Item 46/22	<i>Circulated with agenda</i>
D. Targets 2022-23	Item 47/22	<i>Shown on screen at meeting</i>
E. Class structures	Item 57/22	<i>Added to Teams meeting folder 14-12-2022</i>
F. EHT times costing discussion paper	Item 49/22	<i>Available prior to meeting</i>
G. Governance, Conduct and School Information policy handbook	Item 50/22	<i>Circulated with agenda</i>
H. 2023-24 School Calendar	Item 51/22	<i>Circulated with agenda</i>
SEND policy and SEND information report		

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
89/21	Faculties to explore the scope to seek Arts Council accreditation for the school’s Arts and Crafts offer. <i>[Deadline amended FGB 14-12-2022]</i>	C Redman	Spring 2023
04/22	Emma Wainwright to return completed Annual Declaration of Pecuniary Interest form to the school.	E Wainwright	URGENT
05/22	Governors to participate in Autumn 2 monitoring activities according to availability: <i>[Deadline amended at FGB 02-11-2022]</i> <ul style="list-style-type: none"> • Book Look • Pupil Progress Meeting 	A Longden S Mills A O’Neill	Spring 2023
50/22	EHT to amend reference to “Clr Duffy” on page 12 of the Governance, Conduct & School Information policy Handbook to read “Emma Wainwright”.	J Cooper	31-12-2022
53/22	(i) Chair to communicate the Co-opted Governor vacancies to the local community	E Wainwright	13-01-2023

	(ii) EHT to follow up with Chair/SL her potential governor contact in Steeton	J Cooper	13-01-2023
	(iii) All governors to review their contacts to identify potential Co-opted Governors	All	13-01-2023

- The Chair would communicate the vacancies to the local community, drawing on ideas on Governor Forum.
- The EHT would follow up with Chair/Sandy Lane a contact that she had in the Steeton area.
- All governors would review their own networks with a view to identifying potential governors.

30/22 Welcome Amjid Ahmed as potential new Co-opted Governor

2. Amjid Ahmed, potential Co-opted Governor, attempted to join the meeting on Teams but was unable to do so.

31/22 Apologies for absence and their acceptance

3. Apologies had been received, and were accepted, from Sue West.

32/22 Notification of other urgent business and requests to vary the agenda order

4. The Governing Body agreed to consider class structures after Item 47/22.

33/22 Declarations of interest in items on this agenda

5. The Clerk declared in interest in Item 49/22. There were no other declarations of interest in items on the agenda for this meeting.

34/22 Minutes of meeting of 02 November 2022 and matters arising

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

Update on actions arising from previous meetings			
Action No.	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. [Deadline amended at FGB 02-11-2022]</i> In hand as part of work to improve the school website.		Ongoing
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> This report would be brought to the LG/QE meeting on Didn't, but have it ready: next LG/QE meeting. Deadline – next QE meeting on 27 February 2023.		Ongoing.
65/21 (i)	<i>HoS to invite S Mills to planned meeting with the Chair/Res to discuss possible fund-raising projects.</i> The Chair said that the Resources Committee had agreed at its meeting on 23 November 2022 to set this work to one side for the time being.		Closed
89/21	<i>Faculties to explore the scope to seek Arts Council accreditation for the school's Arts and Crafts offer.</i>		Revised timescale: Spring 2022

	The HoS said that this would be considered once the remodelling of the faculties had been completed.	
97/21	School to circulate to Governors a copy of the monitoring schedule for autumn 2022. Completed.	Closed
106/21(c)	Vice Chair (now Chair) to undertake Safer Recruitment training. Completed.	Closed
04/22	Adam O'Neill and Emma Wainwright to return completed Annual Declaration of Pecuniary Interest form to the school. Adam O'Neill had returned the form. Emma Wainwright would do so.	Ongoing
05/22	Governors to participate in Autumn 2 monitoring activities according to availability: <ul style="list-style-type: none"> • Book Look • Pupil Progress Meeting Governors agreed to amend the deadline to Spring 2023.	Revised timescale: Spring 2022
06/22	School to report to Resources Committee on how the cover supervisor vacancy is to be managed. Completed.	Closed
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. Completed	Closed
17/22	HoS to amend Safeguarding Policy Handbook in light of technical comments from NG/SG. Completed	Closed
21/22	HoS to contact Mr Ahmed, potential new governor. Completed.	Closed
24/22	Joint Committee members to explore with Sandy Lane the scope for Steeton to co-opt SL governors/staff as governors. The Chair and Head had discussed this action and concluded that, in light of the federation proposal, there was no need to call upon Sandy Lane ¹ governors to join the Steeton GB at present. The EHT said that the offer from Sandy Lane remained open if needed, and the GB expressed its appreciation of this support.	Closed
27/22 (a)	Clerk to send copy of a Written Statement of Behaviour Principles to HoS. Completed	Closed
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. Completed. Governors confirmed that they were able to access papers on Teams.	Closed

Standing and other reports to the Governing Body

35/22 Executive Headteacher report – Document A

¹ Sandy Lane Primary school – partner school to Steeton and Myrtle Park Primary Schools

6. The EHT reported that the number of pupils on roll had increased to 290. Pupil attendance showed some signs of recovery, standing at 93.4% compared with 92.3% at the end of 2021-22. Persistent Absence (PA) was at the same level as in 2021-22 but remained higher than it had been prior to Covid. The school's figures for attendance and PA were better than the national averages, but this was of limited comfort because the national data was moving in the wrong direction.
7. Staff absence had declined sharply this term, with a significant reduction in the number of days lost to Covid. The staff absence data for the autumn term included one long term absence.
8. The projected cumulative budget deficit had reduced from £54k to £24.5k. However, since the report had been written the Bursar had re-worked the budget to take account of actual pay changes and expected that the next budget forecast would show the projected deficit increasing again, to £60k.
9. The capital budget balance stood at £17k, enabling the school to capitalise expenditure. There was scope to make savings of some £20k in the revenue budget. This would enable the school to reduce the budget deficit to between £30k and £40k. However, as the budget would remain in deficit, the school would be put on a local authority (LA) five-year budget deficit reduction plan. The school had hoped to avoid this, but the unfunded national pay increases meant that it would be unable to do so.
10. The excerpt from the minutes of the Link Governor (Behaviour and Development) meeting on 02 December 2022, quoted in the report, explained that the increased number of behaviour incidents recorded on CPOMS reflected tighter standards and recording practices rather than poorer behaviour: behaviour in school was in fact strong.
11. The milestones in the School Development Plan (SDP) were being monitored at Link Governor meetings, as agreed:
 - 19% had been fully met;
 - 6% had been partially met and were expected to be met by the end of the 2022-2023; and
 - 75% of SDP Milestones have not yet been met and would be reviewed at each Link Governor meeting in 2022-2023.
12. The EHT had reviewed pupils' Learning For Life logs and had seen high quality work from all classes: The school's continued emphasis on the use of creative skills during Magic Mondays was showing its value. The Link Governor (Quality of Education) meeting had reviewed books from across school and had been impressed by the quality of work and evidence of progress.
13. Governors thanked the EHT for his helpful and concise report.

36/22 Report on Persistent Absence

14. The Head of School (HoS) reported that 72 children across school were currently Persistently Absent (PA). Persistent Absence was highest in Year 4, where 16 children were PA; otherwise, the level was consistent across year groups. The level of PA was below the national average.
15. The reasons for all absences were known. The majority related to minor illnesses or holidays in termtime, with a small number of new pupils not having attended all term. There were also two children that the school was concerned were truly PA: plans were in place for these children that included Team Around the Family and social services.

37/22 Report from Resources Committee meeting of 23 November 2022

- a) Decision to employ additional temporary staff and uplift existing staff to enable the school to cover absences
16. The Chair said that the EHT and HoS had brought to the Resources Committee a concern that it was becoming increasingly difficult to cover all classes internally when any member of staff was absent. This was leading to escalating expenditure on supply staff.

17. The EHT reminded governors that the Higher Level Teaching Assistant (HLTA) and cover supervisor had left recently and had not been replaced: it had become clear that the school could not operate effectively without that capacity. The Bursar had advised that many schools were in this position and that schools had to have sufficient staff to operate. Having reviewed the situation from all angles, the school had appointed two staff on temporary contracts. This would increase the deficit but the staff were necessary to enable the school to deliver the curriculum to all pupils. The school had never been in deficit before and leaders were deeply unhappy about the position, but were confident that the deficit could be cleared in the next two years through the reduction in the Published Admission Number (PAN) and natural wastage: two teacher and three members of support staff were due to leave the school in the next two years.
18. Governors agreed that the school had no choice in this: it had to have sufficient staff to deliver the curriculum. The HoS said that existing staff had been uplifted and interviews for new staff would be held on 15 December 2022. Once the two staff had been appointed and taken up post, the school would be able to operate effectively and efficiently.

38/22 Report from Pay sub-Committee meetings of 30 November and 14 December 2022 – Document B

a) Note the report of the Governing Body decision by e-mail to appoint Adam O'Neill to the Pay sub-Committee

19. The Governing Body noted the report of the decision it had taken by e-mail to appoint Adam O'Neill to the Pay sub-Committee.
20. The Chair confirmed that the pay sub-Committee had met on 30 November and 4 December 2022. It had been satisfied that the recommendations of the Executive Headteacher (EHT) for staff pay awards, and the recommendation of the Performance Management Committee for the pay award of the EHT, were based on robust performance management procedures and objective criteria. It had reviewed and approved those recommendations

39/22 Report from the Steeton/Sandy Lane Joint Committee meeting of 11 November 2022

21. The Chair reported that the main business of the Joint Committee meeting had been proposals to form a federation and to alter the hours of the EHT: these would be discussed further at Items 48/22 and 49/22.
22. The Chair of Governors at Myrtle Park (Chair/MP) had attended the meeting as an observer, via Teams. He had been very enthusiastic about the partnership and the support that Steeton was providing to MP.
23. The meeting had discussed the Government's decision to shelve the legislation giving effect to the Schools White Paper². The Committee had expressed the hope that the promised support for schools to address attendance would still be forthcoming.
24. The next meeting of the Joint Committee would be held at Myrtle Park.

40/22 Termly report from Named Governor for Safeguarding

25. Stefan Mills, Named Governor for Safeguarding (NG/SG), said that he had held his first meeting in this capacity with the HoS. As there had been no handover from the previous NG/SG, they had reviewed a list of questions from the NGA to establish an up-to-date overview of safeguarding in school. The school was able to answer most of the questions positively and to support the answers with evidence, but there were two concerns:

² Schools White Paper March 2022 – “Opportunity for all Strong schools with great teachers for your child” (available [here](#))

- The Single Central Record (SCR) had recently been uploaded to CPOMS³ StaffSafe, which enabled compliance to be tracked more efficiently than the old spreadsheet system. Compliance currently stood at just 12%. NG/SG assured the GB that this was not a true reflection of the state of safeguarding in school but was, rather, an artefact of the transition of the SCR to CPOMS. The main issues were:
 - A large number of records that were no longer required: these were being deleted by the school, not lest to avoid contravening GDPR⁴ requirements.
 - A large number of fields that were no longer required.
 - A large number of fields that were not applicable but that had been left blank on the old SCR and so showed on the CPOMS SCR as non-compliant. The school was working through these to replace blanks with N/A wherever appropriate.

In addition, the DBS checks for some staff had been carried out some years previously and NG/SG had agreed with the HoS that it would be beneficial to update them.

The HoS and Business Manager had both recently undertaken training in the maintenance of the SCR; they were working to address these issues; and NG/SG would review progress on his next visit in the Spring term.

- The very tight staffing situation could reduce the school's capacity to minimise safeguarding risks: this underlined the importance of ensuring that the school had sufficient staff to operate effectively, as discussed at Item 37/22.

26. The HoS reported that, since the NG/SG visit, the Business Manager had completed the work on rectifying the CPOMS SCR records for all teaching staff and was now working on those for support staff and volunteers. **Asked** whether she would have concerns about what Ofsted would see on the SCR if they visited the school tomorrow, she said that she did not: everything that should be recorded on the SCR was there, and the school would simply filter out the columns that should not be there. DBS checks had been completed for all staff: there was no statutory guidance on how frequently they should be repeated, but all were now up to date. The EHT added that this had been a significant investment and that the school would now ensure that all DBS checks were reviewed every three years.
27. NG/SG said that he would finalise the written report of his visit and send it to the Clerk to circulate with the minutes of this meeting. [*Attached as Annex A*]

41/22 Note any safeguarding incidents since the previous meeting

28. None reported.

42/22 Report on Chair's actions and correspondence

29. The Chair said that, as previously agreed, she had written to parents to advise them of the Governing Body's support for the LA proposal to reduce the school's Pupil Admission Number (PAN).

43/22 Report on Governors' visits, training and development

30. Governors reported as follows:
- Emma Wainwright had undertaken training in Safer Recruitment.
 - Stefan Mills had undertaken further training in safeguarding.

³ CPOMS - a software application for monitoring child protection, safeguarding and welfare issues and generating related alerts and reports

⁴ GDPR – General Data Protection Regulation: implemented on 25 May 2018, replacing the Data Protection Act 1998

- Emma Wainwright and Stefan Mills had attended carol concerts: they commented that the children had been engaged, happy and very well-behaved.

44/22 Report on Executive Headteacher Performance Management

31. The Chair reported that the Performance Management Committee had met on 07 December 2022 in the presence of the appointed external adviser. He Committee had reviewed the EHT's objectives for that past year and agreed his objectives for the coming year, which centred on the proposed federation. The Committee had made a recommendation on the EHT's pay to the Pay Committees of this and the Sandy Lane Governing Bodies. That recommendation had been considered by and approved by the Steeton Pay sub-Committee as reported at Item 38/22 above.

School performance, planning and impact

45/22 Termly review of School Development Plan and Link Governor meetings

32. The EHT said that each Link Governor meeting had reviewed the milestones for its section of the School Development Plan. The HoS said that this had been the first round of LG meetings since she had taken up her new role and that she had found them useful and productive.
33. The Clerk said that the minutes of the recent round of LG meetings would be finalised and posted on Teams in the next week.

46/22 Report on autumn term progress and attainment data – Document C

34. Governors welcomed the pleasing data from the autumn term. The following points were made in discussion.
35. The HoS said that the Early Years Maths and Reading data represented significant progress over the five weeks since the Early Years Baseline data had been gathered:

Early Years: % pupils at ARE*	Maths	Reading
Baseline	49	37
Autumn data collection	73	51

* ARE – Age Related Expectation

36. **Asked** whether the data was based on standardised tests, the HoS said that it was not: it was based on staff assessments. While the data was pleasing, the school was alert to the need to validate it against end-year outcomes to ensure that it was realistic.
37. **Replying to questions**, the HoS said that the school was securely on target for the proportion of children reaching GLD⁵. A significant contribution to this was the work that the Seedlings teacher had carried out on developmental Maths. Read Write Inc was also having a positive impact in EY as well as across the wider school: at the recent Read Write Inc Development Day the Read Write Inc consultant had been pleased with how it was being implemented in Early Years.
38. The HoS said that staff were pleased with the Maths data across school. To have 70% of Year 6 pupils working at ARE at this stage in the year was very heartening. **Asked** what tests had been used for the autumn term data collection, she said that the school had adopted White Rose Maths Hub tests two years ago. The advantage of these tests was that they tested against the curriculum as taught to date, rather than

⁵ GLD - Good Level of Development at the end of Foundation Stage (ie 2+ in each of the first 12 of the 17 Early Learning Goals)

on the whole-year curriculum. Governors commented that the Maths results across school showed the impact of the Maths teaching in school.

39. The HoS highlighted the need to interpret the data for SEND pupils cautiously in light of the relatively low numbers of SEND pupils in each year group. For example, there were only three SEND pupils in Year 2 and two in Year 3.
40. Governors noted that 72% of Year 6 pupils were working at ARE, with 34% working at Greater Depth. The Year 5 and 6 Reading data clearly showed the impact of Reading For Pleasure. The HoS explained that the Reading For Pleasure books gave pupils access to a wider range of culturally diverse experiences that supported reading comprehension and enabled pupils to access more complex texts. A governor who was also a parent said that Reading For Pleasure appeared to be working, because his child came home from school demanding that his parents buy books. The HoS said that Pupil Voice and children's learning journals confirmed that they were enjoying Reading For Pleasure.
41. The HoS highlighted the differences between the data for girls and boys: for example, girls out-performed boys in Year 1 and 2 Maths but boys outperformed girls in Year 5 and 6 Maths. Leaders would explore this with staff at the Pupil Progress Meetings in January 2023.
42. The HoS said that the Writing data presented an overly pessimistic picture. She explained that, at this stage of the year, pupils had not been taught – and thus could not demonstrate that they could use – everything covered by the full year curriculum. **Replying to questions**, she confirmed that this was the reverse of the Whit Rose Maths testing that she had described above which tested pupils only on the curriculum as taught so far. The HoS was confident that staff assessments were accurate and reminded governors that Writing had been moderated by one of Bradford Council's chief moderators in the summer of 2022.
43. **Asked** when Year 2 and Year 6 would be tested with external papers, the HoS said that they had recently undertaken a full set of LBQ⁶ SATs questions early in this half term. She did not have the results immediately to hand but the data had been acceptable, though not as good as the current data, which had been collected late in the half term. Pupils would sit the 2018 SATs papers in January 2023 and the results would be brought to the next Link Governor (Quality of Education) meeting.
44. The EHT said that, despite the dip in external test outcomes, his recent review of Learning For Life logs showed that children were consistently producing high quality work: the autumn term data showed that this was also feeding through into outcomes.

47/22 Approve 2022-23 targets for statutory tests – Document D

45. The HoS explained that she had recently attended a training course that had examined data in detail and explained how progress from Key Stage 1 to Key Stage 2 was measured. She had reviewed the targets in light of this training, and the outcome was shown in the paper that she now showed on screen [*Document D, now available on the Governor Team*].
46. **Asked** for her assessment of whether 2023 Year 6 outcomes were likely to be nearer the top or bottom of the indicated ranges, the HoS said that a very strong student teacher would be placed in Year 6 during the Spring 1 half term. She would work with the Year 6 teacher to provide swift and targeted interventions. The HoS hoped that this additional support would enable Year 6 to achieve towards the tops of the target ranges.

55/22 Urgent other business referred from Item 32/22 above – Document E

Classroom structures

⁶ LBQ – Learning by Questions: a classroom app with curriculum-aligned question sets, immediate feedback, automatic marking and instant insight to enable targeting of interventions

47. The EHT talked through Document E, which he showed on screen. The document took account of a discussion with an Ofsted inspector on 13 December 2022. The key question posed by the document was whether the current supported class system presented all children in school with the same level of ambition through exposure to higher level language from teachers and peers.
48. **Replying to questions**, the HoS said that the classes concerned were Oak, Fir and Holly. Each phase in school had three classes: two that were age-related and one that was working significantly below ARE. For example, one of the three Lower Key Stage 2 (Year 3 and 4) classes was accessing the Year 3/4 curriculum at a Year 1/2 level of delivery. Support staff were targeted on these “supported” classes, while the classes working at ARE were taught with Quality First teaching only. The EHT added that this model worked well for Key Stage 1 because children needed this support as they made the transition from Early Years: the question was whether it continued to meet the needs of all pupils as they progressed through school.
49. The EHT said that the HMI had seen no issue with the settings but had questioned whether the groups should be mixed for the Learning For Life classes. The school had not mixed the groups due to staffing constraints, but it needed to keep this under review and explore alternative options if it appeared that the current model was not working well for the “supported” classes. **Asked** how often the classes were mixed, the HoS said that, historically, each phase had three parallel classes that were setted for Maths, and then mixed for English and Learning for Life in the afternoons. **Asked** whether the model of supported classes was not simply a form of setting, the EHT said that setting usually involved pupils being in the same class for all lessons.
50. **Replying to questions**, the EHT said that he was philosophically against children going through the whole of their primary education in what might be seen as a lower ability class. If the school could demonstrate a high level of mobility between the classes and strong outcomes for all pupils including at Greater Depth, that would suggest that the current model was working as an effective means of differentiation. He and the HoS would like to explore this further with the Link Governors for Quality of Education in the new year: they would welcome probing questions from governors about the progress and attainment of all pupils, particularly those in the “supported” classes.
51. Governors agreed that the school should review whether the current model, which had been put in place to manage staffing constraints, ensured the best provision for the needs of all pupils, and that this work should be taken forward with the Link Governors for Quality of Education. The school had a good story to tell on the development of pupils’ cultural capital and on rebuilding their resilience following Covid. The autumn term data was very encouraging. The school needed to keep its practice and structures under review to ensure that it continued to build a strong foundation for the future success of its pupils.

48/22 Consider federation

52. The Chair said that the Joint Committee had agreed at its meeting on 11 November 2022 to recommend that the Governing Bodies agree in principle to form a federation. The EHT asked that the GB approve the three points set out on the agenda so that work could be taken forward.
- **The Governing Body unanimously:**
- agreed in principle** to take the partnership forward by forming a federation with the other two schools, subject to detail and consultation;
 - authorised** the EHT to work up a federation proposal, business case and timeline; and
 - nominated** Sue West to participate in a small and agile working group, reporting to the Joint Committee, made up of one or two governors from each school to support the EHT in this.
53. The EHT said that he had asked the Clerk to work with him on point (b) – this would form part of the professional administrative support described in the proposal at Item 49/22 on this agenda.

49/22 Consider Joint Committee recommendation on EHT hours and financial split across the partnership, including purchase of professional support – Document F

54. The Chair said that the EHT had brought to the Joint Committee meeting on 11 November 2022 a proposal to reduce his hours from five to three days per week. The proposal reflected the stage of development of the three schools, the hope and expectation that Myrtle Park would remain in the partnership for at least another year, the strength of the three Heads of School and the continuing development of all three leadership teams. The EHT would focus on strategic matters, particularly federation, and would broadly spend one day per week on each school, though this could be adjusted, or more hours worked by the EHT, according to circumstances. The proposal also included the purchase of additional professional administrative support for the EHT to enable him to focus on higher order strategic matters. The proposal was to split the costs between the schools according to their pupil numbers. The effect of the whole proposal would be a saving to the school, which would help to reduce the projected deficit.
55. The EHT said that he had asked the Clerk to provide the proposed professional administrative support: she had not been aware that this had been his intention when the proposal was originally made. The proposal set a limit of £10k on expenditure on this support: in practice, expenditure was expected to be considerably below this level.
56. Governors noted that the Pay Committee had discussed the proposal prior to this meeting and that both the Joint Committee and the Pay Committee recommended that it be approved by the GB. They agreed that the Head of School and leadership team were strong and well prepared to adapt to the proposal and noted that it had always been the intention that the EHT should adopt an increasingly strategic, and less operational, role. The development of the proposed federation would be a key priority for the EHT in 2022-23, as reflected in his performance management objectives.
- **The Governing Body unanimously approved** the proposal set out at Document F and the provision of up to £10k to purchase professional administrative support for the EHT.

Review policies and other key documents

50/22 Approval of Governance, Conduct and School Information policy handbook – Document G

57. **Governors asked** that the reference on page 12 to “Cllr Duffy” be amended to read “Emma Wainwright”

Action: EHT

[The Clerk lost connection to Teams at 7.22pm]

- **Subject to this amendment, The Governing Body unanimously approved** the Governance, Conduct and School Information policy handbook.

51/22 Approval of holiday schedule for 2023-24 – Document H

[The Clerk regained connection to Teams at 7.28pm]

58. A parent governor **asked** whether there was any reason why some of the proposed training days were not immediately before or after holidays: odd days in the middle of the week were challenging for parents. She accepted the explanation that the dates in question were the expected dates for the Eid celebrations.
- **The Governing Body unanimously approved** the holiday schedule for 2023-24.

Governing Body business

52/22 Appointment of Amjid Ahmed as co-opted governor

59. Governors noted that, although Amjid Ahmed was not present at this meeting, he had attempted to join by Teams and had given apologies for the previous meeting. They noted that he was a local councillor and respected in the local community. The GB did not feel it appropriate to appoint him as a Co-opted Governor in his absence but signalled its intention to do so at the next meeting and agreed that he should be invited to attend the next meeting of the Resources Committee, if he was available, so that he could meet some of the governors.

53/22 Governor vacancies

60. The Clerk reminded governors that the GB currently had three vacant Co-opted Governor positions, to one of which the GB had signalled its intention to make an appointment at the next meeting. She noted that the proposal to federate might argue for deferring appointments to the remaining two positions but cautioned that the GB needed to have sufficient capacity to function effectively.
61. Governors agreed as follows:
- The Chair would communicate the vacancies to the local community, drawing on ideas on Governor Forum.
 - The EHT would follow up with Chair/Sandy Lane a contact that she had in the Steeton area.
 - All governors would review their own networks with a view to identifying potential governors.

Action: All

54/22 Termly review of the GB development plan

and

54/22 Consider conducting a GB self review

Items taken together

62. Governors noted that the structure of governance would change significantly if the proposal to federate in September 2023 went ahead. On that basis, the GB agreed that the time that it would ordinarily spend on a self-review and development plan would be better spent on other priorities.

Closing items

55/22 Urgent other business referred from Item 32/22 above

63. There was no other business.

xx/22 Date of Next meeting

64. The next meeting would be held at 6.00pm on **Wednesday 08 February 2022** (*via Teams*)

xx/21 Closure of meeting

65. **The meeting closed at 7.39pm.**

Helen Osman Governance Services
Supporting excellent governance in Bradford

