**The Governing Body of Steeton Primary School**

**Meeting of Tuesday 17 October 2023**

**MINUTES**

**The meeting opened at 6.03pm**

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| **Attendance** | | |
| ***Governors*** |  | ***Others*** |
| John Cooper – Executive Headteacher (EHT) |  | Elinor Birtwistle (DHT) – *from Item 06/23 to 07/23* |
| Adam Longden |  | Kelly Lafbery – KS 2 leader, Geography Monitor – *to Item 03/23* |
| Stefan Mills |  | Drew Millward – potential new governor |
| Adam O’Neill |  | Helen Osman - Clerk |
| Katie Walshaw |  | Claire Redman – Head of School (HoS) |
| Sue West |  |  |
|  |  | ***Apologies*** |
|  |  | Emma Wainwright |

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| **Documents** | | |
| 1. Annual Declaration of Pecuniary Interest form (blank) | Item 06/23 | *Issued with agenda* |
| 1. Geography Curriculum slides | Item 03/23 | *Tabled at meeting and attached (Annex A)* |
| 1. Year B Upper Key Stage 2 – Autumn 1 Bean to Bar | Item 03/23 | *Tabled at meeting* |
| 1. Sample of pupils Learning For Life logs | Item 03/23 | *Viewed at meeting* |
| 1. Head of School report | Item 08/23 | *Tabled at meeting and attached (Annex B)* |
| 1. LA SEND review June 2023 | Item 15/23 (a) | *Issued with agenda* |
| 1. Annual SEND report to the Governing Body (draft) | Item 15/23 (b) | *Issued with agenda* |
| 1. SEND Update | Item 15/23 (c) | *Issued with agenda* |
| 1. Pupil Premium statement 2023-24 | Item 16/23 | *Shown on screen at meeting; now available on Teams* |
| 1. Roles and Responsibilities matrix | Item 18/23 | *Issued with agenda* |
| 1. Federation Consultation Document with Executive Summary | Item 19/23 | *Issued with agenda* |
| 1. NGA Code of Conduct | Item 24/23 | *Issued with agenda* |
| 1. Committee membership and Named Governors for 2023-24 | Item 28/23 | *Issued with agenda* |

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| **Summary of Actions** | | | |
| **Action No.** | **Action** | **Person** | **Deadline** |
| 18/21 | Steff Mills to make recommendations on how to enable users to view the detail behind each element of the Ways of Working flowchart on the website. [*Timescale amended FGB 17-10-2023*] | S Mills | 15-12-2023 |
| 113/22 (ii) | EHT to put case to PACT HR that the need to appoint a permanent substantive HoS arises from a leadership restructure required to address the budget deficit. [*Update at FGB 17-10-2023: PACT HR response awaited*] | J Cooper | 31-07-2023 |
| 119/22 (i) | S Mills to undertake LA Effective Financial Governance course during 2023-24 | S Mills | 31-07-2024 |
| 119/22(iii) | A O’Neill to provide to Faye Andrews a copy of the record held by his school of his training in 2023-24. | A O’Neill | 30-09-2023 |
| 119/22 (iii) | * EHT to arrange access to SmartLog for all governors. * E Wainwright to identify on SmartLog all training that governors should undertake. | J Cooper  E Wainwright | 15-09-2023  30-09-2023 |
| 06/23 | E Wainwright to submit a completed Annual Declaration of Interest form to the school. | E Wainwright | **URGENT** |
| 22/23 (i) | EHT to send Governor Induction policy to Chair.  Chair to induct D Millward & K Walshaw. | J Cooper  S West | 31-10-2023  30-11-2023 |
| 22/23 (ii) | EHT to arrange access to NGA ad BSO websites for D Millward & K Walshaw. | J Cooper | 31-10-2023 |
| 25/23 | EHT to send staff governing election materials to HoS.  HoS to hold election for Staff Governor. | J Cooper  C Redman | 31-10-2023  30-11-2023 |

*The Clerk took the chair pending completion of Item 01/23.*

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| **01/23** | **Election of Chair and Vice Chair** |

1. The Governing Body (GB) agreed that the term of office of the Chair and Vice Chair should be one year, until the first GB meeting of 2024-25.

*Election of Chair*

1. Sue West was nominated as Chair. There were no other nominations.

*Sue West withdrew from the meeting.*

* + - ***The Governing Body unanimously elected*** Sue West as its Chair for 2023-24.

*Sue West re-joined the meeting.*

*Election of Vice Chair*

1. Emma Wainwright was nominated as Vice Chair. The Clerk confirmed that Emma Wainwright had signalled her willingness to serve in this capacity in an e-mail of 17 October 2023. There were no other nominations.
   * + ***The Governing Body unanimously elected*** Emma Wainwright as its Vice Chair for 2023-24.

*Sue West took the chair.*

1. The Chair welcomed Drew Millward, potential new governor, to the meeting. She also welcomed Kaly Lafbery, Key Stage 2 Leader, who would speak about the geography curriculum as part of governors’ work to deepen their knowledge of areas of the curriculum other than the core subjects. The Head of School (HoS) added that the Deputy Headteacher would join the meeting shortly to take part in that discussion. Governors introduced themselves.

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| **02/23** | **Discussion with Su Thompson, Chair of the Parish Council** |

1. Item deferred.

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| 04/23 | **Apologies for absence and their acceptance** |

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

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| 05/23 | **Notification of other urgent business and requests to vary the agenda order** |

1. No other business was notified. The GB agreed to take Item 03/23 after Item 07/23.

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| 06/23 | **Declarations of interest in items on this agenda** |

1. *Annual*
2. The Clerk confirmed that:

* completed hard copy Declaration of Interest forms had been received from Adam Longden, Adam O’Neill and Sue West – she passed these to the Head of School;
* completed electronic copies of the Declaration of Interest form had been received from John Cooper and Stefan Mills; and
* Katie Walshaw had sent a completed Declaration of Interest form to the school on joining the Governing Body in September 2023.

1. The Governing Body asked that Emma Wainwright return a completed Declaration of Interest form to the school as a matter of urgency.

**Action: E Wainwright**

1. *in items on this agenda*
2. There were no declarations of interest in items on the agenda for this meeting.

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| 07/23 | **Minutes of meeting of 12 July 2023 and matters arising** |

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

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

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| 18/21 | *EHT to provide to Steff Mills the details of the Ways of Working flowchart on the school website; Steff Mills to make recommendations on the best way to enable users to view the detail behind each element of the flowchart. [Action amended FGB 10-05-2023. Action person amended FGB 12-07-2023]*  The EHT confirmed that the Ways of Working flowchart was on the school website. Steff Mills would aim to make recommendations on the best way to enable users to view the detail behind each element of the flowchart by the end of the autumn term. | **Partially completed**  **Revised timescale** |
| 99/22 | *HoS to arrange for Primary T to remove old links to the school website/staffing list from search engines.*  Completed. | **Closed** |
| 111/22 | *Chair to send notes to:*   * *EHT on pace of learning in Phonics* * *Literacy leader on outcome of Year 1 Phonics check*   Completed. | **Closed** |
| 113/22 (i) | *Chair to send note to Business Administrator to thank her for her work to manage the school budget.*  Completed. | **Closed** |
| 113/22 (ii) | *EHT to put case to PACT HR that the need to appoint a permanent substantive HoS arises from a leadership restructure required to address the budget deficit.*  The EHT had made the case to PACT HR and awaited a response. | **Ongoing** |
| 119/22 (i) | *S Mills to undertake LA Effective Financial Governance course during 2023-24.*  Not yet due. | **Ongoing** |
| 119/22 (ii) | *A O’Neill to confirm that he undertakes safeguarding training as part of his work in a school.*  A O’Neill confirmed that he undertook regular training in Safeguarding as part of his work in another school. He added that he had also been trained in Safer Recruitment. | **Closed** |
| 119/22(iii) | *A O’Neill to provide to Faye Andrews a copy of the record held by his school of his training in 2023-24.*  To be done. | **Ongoing** |

*Elinor Birtwistle joined the meeting at 6.14pm.*

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| 119/22 (iii) | * *EHT to arrange access to SmartLog for all governors.* * *Chair to identify on SmartLog all training that governors should undertake.*   To be completed. | **Ongoing** |
| 127/22 | *Governors to seek to identify potential new Co-opted governors:*   * *EHT to e-mail Airedale Hospital, cc all governors.* * *All governors to review their contacts.* * *Chair to provide piece for the school newsletter.* * *Chair to attend meeting for parents of the September 2023 Reception intake.*   Closed. | **Closed** |

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| **03/23** | **Curriculum Focus: Geography –** *Documents B to D* |

1. The Chair reminded governors that the recent review of the school by the local authority had indicted that, while governors were knowledgeable about Maths and English, they would benefit from a clearer understanding of the curriculum for other subjects.
2. Elinor Birtwistle, Deputy Headteacher (DHT) explained that during her time at the school, from Newly Qualified Teacher to DHT, she had observed that, while the quality of Teaching and Learning had been good throughout all year groups, there had been a need for one person to take an overview of the whole curriculum. Two years ago, as Curricuum Leader, she had embarked on a review of the curriculum for all subjects and year groups, drawing on the expertise of the Subject Monitors. Kelly Lafbery, Key Stage 2 Leader (Leader/KS2) and Subject Monitor for Geography, would explain the Geography Curriculum, which followed the same pattern as other subjects in terms of its design, intentions, delivery and monitoring.
3. The DHT had identified that other schools that were doing well had adopted a concept-based curriculum in which children were taught different blocks of learning that enabled them to link concepts across topics. The school had identified the knowledge and skills required in each topic and year group and planned learning so that it was clearly linked to prior learning and concepts. Teachers and Phase Leaders now had greater knowledge of what their year group had learned in previous years and what they would learn in the following year. Clear expectations had been set for the end of each phase and leaders were expected to ensure progression in each year.
4. *Document B* set out the Geography curriculum and showed the National Curriculum concepts that children should understand by the end of Key Stage 2: for example, they should understand the meaning of “Locational and Place Knowledge” and be able to relate it to previous learning and other subjects. The progression of knowledge and skills in each concept was mapped out in detail with reference to the National Curriculum. The Chair said that she had seen this progression of learning in her conversations with pupils.
5. *Document B* showed how Geography and History, which were taught together, addressed topics in each Phase and each half term. *Document C* showed how this was implemented for one year group in the Autumn 1 half term. These implementation documents had been designed with the Phase Monitors and set out the learning objectives, key vocabulary, related learning from other topics (eg Art and Design), milestones and activities. The front page, containing the learning objectives, was included at the front of pupils’ books and teachers could clearly see what pupils had learned in previous years and what they would learn in future years. The EHT explained that Ofsted now expected teachers to have this knowledge of previous and future learning: the summary in this document was a straightforward and effective way to enable teacher to meet this expectation. The HoS added that these cross-curriculum and cross-year group linkages were also helpful in ensuring effective stretch and challenge for all children.
6. Leader/KS2 explained that all trips, visits and activities were linked to the curriculum. The order in which topics were taught was determined by Phase Leaders and designed to ensure that current learning built on prior learning. There was sufficient flexibility to enable teachers to repeat and reinforce learning as required by the needs of their pupils. Criss-curricular links included links to Reading For Pleasure
7. Governors reviewed a sample of pupils’ Learning For Life logs (*Documents D*). They noted the helpful use of stickers to identify the subjects addressed on each page. Leader/KS2 said that staff could annotate the logs to remind them of which areas of learning had gone well and which less so, to enable them to make evaluate the effectiveness of lessons and address any issues in staff meetings. Governors noted the clear improvement visible in the work in the books.
8. When pupils entered the classroom for any lesson, they could see on the board the subject of the lesson (eg Geography), the Big Idea for the half term (eg Why was cacao so important to Mayans?) and the specific focus for that lesson. The Chair, in her capacity as Named Governor for SEND, said that this visual reminder was particularly helpful for children who needed clear plans and structures.
9. **Replying to questions**, Leader/KS2 confirmed that cover staff had access to the curriculum planning information to ensure consistency of teaching.
10. The HoS said that the School Development Plan (SDP) for 2023-24 included a focus on assessment of the non-core subjects. The DHT explained that there was no clear guidance on the standard for (eg) Geography: a pupil might not know every learning objective but might nevertheless be at the standard. Rather than ticking off each objective, the school had therefore decided to focus on the impact of the curriculum. She showed on screen an extract from a document to be used in half-termly Curricuum Impact meetings for every non-core subject, at which Phase leaders and class teachers discussed the subject and the relevant Early Years Goals’ what had gone well and less well in each phase and the actions needed in the following half term. These meetings were also attended by the specialist teachers of PE, computing and music. The Curriculum Impact document was then collated by the Phase Leader and presented to a wider leadership meeting so that the whole team was clear about the actions and targets for all subjects and phases and the HoS and DHT could identify, understand the reasons for, ad address any overlaps and gaps. The discussions were qualitative rather than numerical, in line with research showing that this was more useful for teachers. The EHT added that a numerical approach only highlighted that a learning objective had not been met, whereas a qualitative approach enabled staff to identify exactly what learning was missing.
11. **Asked** how the progress and learning needs of individual pupils were monitored, Leader/KS2 said that this was clear to teachers from pupils’ books and information was gathered throughout the year to inform pupils’ reports. **Replying to questions**, she explained that teachers differentiated within lessons based on discussions at the weekly planning meetings. Staff were skilled at identifying and addressing the needs of every pupil. **Asked** whether the senior leadership team (SLT) was confident that all teachers were equipped to do this, the DHT said that it was: if they had any doubt that a child had met a learning objective, they would ask the teacher where that objective was being taught. A governor noted that Maps had been identified several times and **asked** whether this was something that the SLT would spot. The HoS said that it would: one of the advantages of this approach to the curriculum was that it made visible issues that might previously have been missed because they had not been taught in previous year groups.
12. The DHT said that the Pupil Offer was linked to the curriculum. AS an example, a teacher had realised that the map skills of her class were not up to the required standard and had therefore arranged a trip to Grassington where a specialist had taught them. **Replying to questions**, Leader/KS2 confirmed that this would be logged in the planning document.
13. A Governor who worked in another (secondary) school said that he had not come across this approach to quality of learning before: he was impressed by the approach itself, the detailed thinking and planning and the confidence that the SLT and in their teaching team. SLT members said that the school had a strong team that was highly committed to the very significant changes that the school had made over the last two years. All were clear about the bigger picture and none deviated from the new approach. Teachers found the new approach easy to work with because it was clear what needed to be done and when, they had been closely involved in its design and they all supported each other.
14. The Chair said that part of the ethos of the school was valuing and supporting staff to do their best for pupils. She had seen on her visits to the Leader/KS2’s class that other staff coming in to cover the class could pick up the lesson plan and run with it: everyone knew what was being taught across the whole school. This level of consistency was excellent.
15. Governors thanked the DHT and Leader/KS2 both for giving up tie to discuss this important work with them and for the very significant work involved in this redesign of the curriculum. They particularly welcomed the commitment to termly and ongoing evaluation of the impact of the curriculum and its consistency across all topics and year groups.

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| **Standing and other reports to the Governing Body** | |
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| **08/23** | **Head of School’s report –** *Document E* |

1. The Head of School (HoS) reported that there were 285 pupils on roll. There had been several in-year transfers in and out, including three new pupils who were New To English (NTE). NTE children tended to pick up English quickly and reach ARE by the end of a year. A Year 4 child at another school might transfer to Steeton.
2. *Attendance* from September to 12 October 2023 stood at 94.1%: this was in line with national average but lower than the 96.7% in the same period in 2022: improvement was needed. The detailed attendance data showed that a major factor in the decline in attendance was the attendance of SEND children, which stood at 90.6% across. This included one child who was attending school in the mornings only. The parents had applied to Bradford Council for this child to be flexischooled. **Replying to questions**, the HoS explained that flexischooling would formalise the arrangement by which the child attended school in the mornings only to be taught Math and English; they would be home schooled in the other subjects in the afternoons. The school would be responsible for assessment.
3. *Persistent Absence* stood at 18.8%, in line with the Bradford average. Most had not returned from Pakistan at the start of term. Two had taken holidays this year, and a small number had been absent for around a week with Covid or other illnesses.
4. Governors agreed that attendance needed to be higher but noted that the presentation that the IWO had given to the Link Governors for Behaviour, Attitudes and Personal Development had clearly demonstrated that the school was taking all possible steps to get children into school. It had been evident that the IWO had a detailed understanding of the background to every absence.
5. From May 2023 to September 2023, 94 days had been lost to *staff sickness*. The main issue in managing this was that the school used Higher Level Teaching Assistants (HLTAs) and cover supervisors to cover staff PPA[[1]](#footnote-1) time: if they were absent, supply staff had to be brought in for that purpose. Because Teaching Assistants were working in supported classes, their absences had to be backfilled because those classes could not be left without support.
6. One incident of *bullying* this half term was being investigated. Two previous bullying incidents had been discussed at Link Governor meetings.
7. The *safeguarding* matters that the school was dealing with were similar to previous years. There were no Child Protection Plans or Child In Need Plans at present, but the IWO was in close contact with the local authority about a number of children.
8. The SENCo was undergoing training to help her to support a child who was to be assessed for a disorder that was taking considerable effort to manage.
9. The boys’ and girls’ fitness *clubs* and the chess club were running at a loss due to low numbers. The school would seek to recruit more pupils to these clubs in the Autumn 2 half term. **Replying to questions**, the HoS explained that it would be difficult to run the boys’ and girls’ fitness clubs at the same time because they were led by the same member of staff. Asked whether the boys’ and girls’ fitness clubs could be merged, the EHT said that this might be a possibility but that not all parents were comfortable with boys and girls taking part in a mixed gender fitness club. Governors suggested that the chess club could be expanded to include other gamed such as Pokémon and Dobble.
10. As previously discussed, there were conflicting demands on the time of the PE teacher. The school had therefore recruited a degree student from Leeds Trinity University as a sports coach, who was currently shadowing the PE teacher and would, from the start of the Autumn 2 half term, cover scheduled sporting events and after-school clubs. Governors welcomed this effective solution.
11. The HoS explained that the *data-checking* exercise referred to in the Quality of Education section of her report involved the school applying to discount the SATs outcomes for certain pupils from the school’s overall data. Examples included pupils who had joined the school from overseas and who did not speak English, or pupils with whom the police and/or social work were involved. The school had applied for the outcomes of seven pupils to be discounted: if successful, the school’s 2023 Key Stage 2 outcomes would be in line with national averages for Reading and at least 10% above national averages for Maths and Writing. The school would be informed of the outcome of the application in November 2023.
12. *Performance Management* meetings had been held with all teaching staff and targets had been set that supported the School Development Plan.
13. The HoS and DHT had conducted three *Learning Walks*: their feedback to Phase Leaders had been acted upon.
14. The Year 6/Reception *buddying* arrangement, which had proved successful in 2022-23, had begun again in the first week of term and was going well. Greg Bottrill, the author and inventor of *Drawing Club*, had spent a day with Key Stage 1 staff and had led a twilight session with staff from other schools. Staff continued to work with colleagues from Sandy Lane on Writing For Pleasure.
15. As governors were aware, the *2023 Phonics outcomes* had been significantly below the school’s expectations. The Read Write Inc consultant had conducted a Phonics development day and had been impressed by the school’s teaching of Phonics – she had commented that the Year 1 Phonics teacher was the strongest teacher of Phonics that she had ever observed. The consultant had reviewed the school’s data and was confident that the 2023 outcome was an anomaly. A Phonics information session had been held for parents of new pupils.
16. Phase Leaders and teachers were delivering the curriculum elements of the training for students at local universities.
17. The HoS and EHT said that the 2023-24 SDP included a detailed analysis of the 2023 pupil outcome data to inform a review to ensure that the school was collecting the right internal data and using it strategically to support learning. For example, analysis had made clear that the key element to improve *Maths* outcomes was arithmetic the school had therefore introduced an arithmetic test, which would be logged and tracked from Year 1 to Year 6 so that leaders could be confident that pupils were progressing in every year group rather than having to catch up in Year 6. The school’s ambition was for 70% of children to reach ARE in the 2024 Key Stage 2 Maths SAT, and to build on that to reach 89% to 85% in future.
18. As with Phonics, the *Reading* outcomes for 2023 had been disappointing, particularly as Steeton was a Reading School. The school believed that, because it used LBQ[[2]](#footnote-2) for all reading assessments, children had not developed the resilience to perform to their capacity in the written SATs tests. The school was therefore providing regular opportunities for them to undertake written tests.
19. The impact of Reading For Pleasure on reading comprehension was evident in the number of pupils predicted to reach Greater Depth. The EHT said that this was also the experience of Sandy Lane. Governors noted that it was evident from talking to pupils that they really were reading for pleasure.
20. *Writing* outcomes for 2023 had been a mixed bag and this was a focus of the 2023-24 SDP. The heavily grammar-focused tracker that the school was currently using was outdated and was being addressed; and the school was adjusting the assessment of Writing to reflect more accurately the updated curriculum.
21. The school continued to receive *complaints* from local residents about parking around the school; the HoS and the then Chair had continued to liaise with the Highways Department at Bradford Council (BC/Highways). BC/Highways hoped to gain access to a piece of land near the school that could be used for parking: if that land were available, he proposed to make the road outside school a School Street[[3]](#footnote-3). **Replying to questions**, the HoS said that this would require consultation with residents, and the access to the piece of land would need to be made safe. **Asked** about the timescale, the HoS said that this was as yet unclear.
22. On support for the high level of need among the *2023 Reception intake*, the HoS said that seven of the forty-five children that had been notified to the school by the local authority had not arrived at the school. Three of these children, who had significant need and had still been in nappies, had gone to other settings. Two children in nappies and one child in a wheelchair had joined the Reception intake and were doing well. The extra person that the school had deployed to Early Years had had a significant impact: Early Years was now staffed by four full time and one part time quality adults.
23. The HoS said that the questions asked in the October 2023 *parent survey* were the same questions that Ofsted would ask. The school would follow up “Don’t Know” and “Disagree” responses and was particularly interested to explore the relatively high numbers of parents who:
    * + - did not agree that their child receive appropriate homework for their age;
        - did not know whether the school dealt effectively with bullying; or
        - did not agree that the school provided valuable information about their child’s progress.

The HoS would provide feedback to the next meeting on the outcome of this follow-up work.

1. Governors agreed that it would be useful to explore these points further but were pleased that the overall response was highly positive and particularly welcomed the high proportion of parents who agreed or strongly agreed that they would recommend Steeton to another parent.
2. Sixteen responses had been received to the *staff wellbeing survey*. All but one had been positive. The main issues of concern had been Ofsted, dealing with disruptive behaviour, time to carry out tasks and consultation on significant changes. The school would monitor the impact of the new Relationships and Behaviour policy on the need for staff to deal with disruptive behaviour. **Replying to questions**, the HoS said that five or six of the sixteen respondents had said that they did not feel consulted on significant changes but that none had raised concerns.

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| 09/23 | **Report on Persistent Absence** |

1. Covered at Item 08/23.

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| **10/23** | **Report from Committees** |

1. *Resources Committee meeting of 04 October*
2. The Chair reported as follows:
   * + - The Committee had reviewed the Quarter 2 budget position. The Committee had been pleased that the school remained on track to reduce the budget deficit but concerned that, due to the widely reported error in DfE calculations, funding for 2024-25 would be less than previously advised. The Committee was also concerned that the energy prices paid by the school were not reducing as they were for domestic customers: the EHT said that the school was now paying £60k for energy compared with £25k two years ago. The Committee had asked the school to investigate the scope for, and cost or, existing the existing energy contract and, subject to the outcome of that investigation, agreed to invite an energy broker to the next meeting to discuss potential alternatives to the current contract.
       - The EHT and SENCo had successfully argued the need for additional funding from the LA SEND team to enable the school to support the unusually high level of need in Reception: the additional funding amounted to £17.5k.
       - The Committee had approved the creation of a fixed term TLR2 position at a cost of £700-£800 in the current financial year, to lead Phonics in support of the return to work of the Assistant Headteacher.
       - The Committee had been pleased to learn that new software purchased by the school to identify children who were eligible for Pupil Premium funding had already proved successful and had more than covered its purchase cost.
       - The recommendations of the recent financial audit, most relating to the process for invoicing, had been actioned.
       - The Committee awaited the report of the unions’ recent Health and Safety inspection and had noted the need to update the fire risk assessment.
       - On premises, the Committee had noted the successful completion of the new dining room and the Woodland Suite. The school was looking to secure the door to the office area.
       - The Committee had reviewed the school’s response to the recent e-mail threat and had made recommendations about streamlining the emergency communication process with governors. The school had also purchased more radios for use in such incidents.
       - The Committee had approved the new Relationships and Behaviour policy: members had been particularly pleased to see the end of the Red/Amber/Green gradings. Governors who had visited school since the introduction of the new policy commented on the difference it had already made to the atmosphere and welcomed the emphasis on giving children greater personal responsibility.
3. *Joint Committee meeting of 04 October 2023*
4. For the benefit of newer governors, the Chair said that the Joint Committee consisted of the Chairs and Vice Chairs of the three partner schools, Steeton, Myrtle Park and Sandy Lane had had been established to oversee the partnership and ensure that opportunities for collaborative working were identified and all schools benefited. On this occasion the meeting had also been attended by members of the Federation Working Group, itself made up of one governor from each partner school. The main business of the meeting had been discussion of the document that would be issued to parents and staff as the basis for formal consultation on the proposal to federate.
5. *Federation Working Group meetings of 07 and 27 September 2023*
6. The main business of the two meetings of the Federation Working Group (FWG) had been the consultation document and the arrangements for meetings to consider the outcome of the consultation. The meeting on 27 September 2023 had been attended by PACT HR, who had advised on the transfer of staff to the federation.
   * + - Myrtle Park was a Foundation School without Foundation, which meant that its staff were employed and led by the Myrtle Park Governing Body and would transfer under the TUPE regulations to the Federation Governing Body.
       - Steeton and Sandy Lane were LA-maintained schools, which meant that their staff were employed by the LA and led by their Governing Bodies. Staff would continue to be employed by the LA but would be led by the Federation Governing Body. This did not require a TUPE transfer.
7. The preference of the FWG would have been for all staff to have the same employer, whether by Myrtle Park reverting to LA-maintained status and all staff being employed by the LA, or by Steeton and Sandy Lane staff transferring to the Federation Governing Body. PACT HR advice was that the procedure to achieve either end would be lengthy and the outcome could not be guaranteed. The Joint Committee had therefore agreed that this should not be pursued at this time.
8. PACT HR ad confirmed their previous advice that all staff would continue to work under the same terms and conditions and that there would be no change to pensions, acquired rights or continuity of service. The EHT was checking that there would be no surprises for the Federation Governing Body in terms of pension liabilities.

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| **11/23** | **Note any safeguarding incidents since the previous meeting** |

1. No safeguarding incidents were reported. The HoS said that the doors were being replaced at a cost of £2k.

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| **12/23** | **Report on Chair’s actions and correspondence** |

1. As discussed at Item 08/23, the then Chair had supported the HoS in her discussions with the Council about the parking issue.

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| **13/23** | **Report on Governors’ visits, training and development** |

1. Governors reported as follows:
   * + - Stefan Mills and Katie Walshaw had attended a parents’ session.
       - Katie Walshaw had attended a school trip.
       - Katie Walshaw had secured funding from local businesses to bring in a videographer to make a promotional video for the website. Governors thanked her for this support for the school.

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| **School performance, planning and impact** |

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| **14/23** | **Approve the Curriculum policy framework** |

1. The HoS said that the curriculum policy framework was undergoing a thorough overhaul to reflect the new curriculum and the introduction of the Relationships and Behaviour policy. ***The Governing Body agreed*** to defer this item until the Spring 1 meeting.

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| **15/23** | **Receive SEND reports –** *Documents F to H* |

1. *Report of the LA review of SEND on 23 June 2023*
2. The Chair, in her capacity as Named Governor for SEND, had given an oral update on the LA SEND review at the previous meeting. Governors noted receipt of the written report. The HoS confirmed that the action arising from the report had all been implemented with the exception of the recommendation about the whole-school provision map, which the school was currently looking into. Governors welcomed the very positive report and congratulated the school on the report’s description of Steeton as “a beacon of really strong SEND practice”.
3. *Annual SEND report to the Governing Body*
4. The Chair, in her capacity as Named Governor for SEND, was due to meet the SENCo early in the Autumn 2 half term to discuss the annual report, a draft of which was in the Teams folder for this meeting. For the benefit of newer governors, she explained that schools were required to publish annually a report on their SEND offer. The GB agreed to defer this item to the next meeting.
5. *Termly report of the Named Governor for SEND*
6. The Chair, in her capacity as Named Governor for SEND, said that the LA training offer for staff was being used to good effect. As governors were aware, the school had a high and growing proportion of SEND children. It was evident to her, as NG/SEND, that all staff were inclusive and supportive: their focus was always on how to make things work for SEND children.

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| **16/23** | **Review the use and impact of Pupil and Sports Premium –** *Document I* |

1. The HoS confirmed that the Sports Premium Plan, which had been discussed in the summer term, was available on the school website.
2. As governors were aware, the Pupil Premium Plan covered a three-year period. The HoS showed the plan on screen: the green text showed where she had updated the evaluation of impact. She made the following points:
   * + - The number of children eligible for Pupil Premium (PP) funding was increasing, partly due to the new software discussed at Item 10/23(a).
       - The plan itself remained unchanged and aimed to teach a curriculum that provided additional cultural capital for all pupils, which was particularly valuable for children who were eligible for PP funding and who were mot in need of development of their cultural capital.
       - The majority of the P funding was spent on the Inclusion and Welfare Officer and support staff.
       - The Key Stage 1 and 2 outcomes for children eligible for PP funding had been below those of their peers in Reading, Writing and Maths. Like other schools, Steeton was finding that these children were struggling to catch up following Covid. Moreover, of the eight Year 6 children eligible for PP funding, five had SEND, including two with EHCPs; and two had joined the school in the last three years. Similarly, in Year 2 three quarters of the children eligible for PP funding had SEND. Care was therefore required to disentangle the impact of PP status from that of SEND needs. The needs of these children were a particular focus of discussion at Pupil Progress Meetings.
3. Prior to Covid the school had enjoyed some success in narrowing the gap in outcomes between children eligible for PP funding and their peers. Taking account of the encouraging Year 5 data, the HoS was optimistic that it would start to narrow the gap again in 2024. She added that, while it was important that children eligible for PP funding should achieve as well as their peers, the SATs outcomes were not necessarily the best measure of the impact of the school’s use of PP funding, much of which was used to address the attendance, family, social and often SEND issues of eligible children. Governors agreed that the school should be proud of this work, which had a real impact on the lives of children and their ability to learn; and of its emphasis on developing the cultural capital of pupils. They commented on the positive difference that had been made to children through Magic Mondays. The 2023 data was disappointing but the school understood the reasons, could explain the rationale for its approach, and the quality of education was clearly visible.

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| **17/23** | **Approval of the 2023-24 School Development Plan (SDP)** |

1. The EHT said that all sections of the SDP were or would be ready for approval at the next round of Link Governor meetings, to be held in the weeks of 20 and 27 November 2023. The drafts had been reflected in staff Performance Management objectives.

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| **18/23** | **Review matrix of roles and responsibilities** *– Document J* |

1. The EHT said that, as the Federation Working Group had reviewed the roles and responsibilities for senior staff and the Federation GB, it had become clear that there had already been changes in senior leadership roles due to the reduction in his hours. The agenda paper set out the current roles and responsibilities and had been cleared with PACT HR and the LA’s Legal and School Governor Services.
   * + ***The Governing Body approved*** the roles and responsibilities as set out in the agenda paper.

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| **19/23** | **Approval of consultation document on the proposal to federate with Steeton and Myrtle Park Primary Schools** *– Document K* |

1. Governors asked that the following amendment be made to the consultation document:
   * + - Page 5, section 7 (“What will it mean for our schools?”), third bullet: delete “both schools would continue to receive their own” and replace with “each school would continue to receive its own”
     + Subject to this amendment, the Governing Body:
       - ***approved*** the consultation document, including the amendment requested by the Governing Body of Sandy Lane Primary School, marked in blue on the agenda paper; and
       - ***authorised*** the EHT to approve any amendments requested by the Governing Body of Myrtle Park Primary School provided that they did not change the substance of the proposal.

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| **Review policies and other key documents** |

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| **20/23** | **Review policy handbooks** |

* 1. *Safeguarding and Child Protection policy handbook*

1. Replying to questions, the HoS confirmed that no changes of substance were proposed: the only amendment was to the date.
   * + ***The Governing Body unanimously approved*** the Safeguarding and Child Protection policy handbook.
2. *HR and staff policy handbook*

* ***The Governing Body unanimously approved*** the HR and Staff policy handbook, thereby re-adopting all PACT HR model policies.

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| **21/23** | **Review homework policy – approach and management of parent expectations** |

1. The HoS said that, in light of responses to the Parent Survey (discussed at Item 08/23), the school had reviewed the homework that was set for pupils. She showed on screen the pages from the school website that addressed homework. The half-termly homework grid included both a compulsory element and an element that was optional, at the discretion of parents. The homework grid was sufficiently flexible to allow teachers to build in additional homework to meet the needs of pupils.

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| **Governing Body business** |

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| **22/23** | **Appointment of Co-opted Governor: Drew Millward** |

1. Drew Millward confirmed that he would be willing to serve as a governor.

*Drew Millward withdrew from the meeting*

* + - ***The Governing Body unanimously agreed*** to appoint Drew Millward as a Co-opted Governor.

*Drew Millward re-joined the meeting*

1. The EHT would send a copy of the induction policy to the Chair, who would induct both Drew Millward and Katie Walshaw.

**Action: EHT, Chair**

1. The EHT would arrange for access to the NGA[[4]](#footnote-4) and BSO[[5]](#footnote-5) websites for Drew Millward and Katie Walshaw.

**Action: EHT**

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| **23/22** | **Readoption of Governing Body Code of Conduct –** *Document L* |

* + - ***The Governing Body unanimously re-adopted*** the National Governors’ Association Code of Conduct.

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| **24/22** | **Confirmation that governors have read and understood *Keeping Children Safe in Education*** |

1. Governors confirmed that they had read and understood Part I of *Keeping Children Safe in Education*.

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| **25/23** | **Review Governor vacancies** |

1. The Clerk said that, following the appointment of Drew Millward at Item 22/3, the Governing Body now had vacancies for one Co-opted Governor and one Staff Governor.
2. Claire Redman said that she did not propose to stand again as Staff Governor. The HoS would arrange an election for a new Staff Governor: the EHT would send to her the materials that Sandy Lane had used in recruiting a Staff Governor. Replying to questions, the Clerk said that nominations must be requested from all staff employed by the school, including those not currently working in school (eg on secondment, sick or maternity leave); and that, if only one nomination were received, the nominee would be considered to have been elected unopposed.

**Action: EHT, HoS**

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| **26/23** | **Termly review of the GB development plan** |

1. The Governing Body agreed that the GB Development Session planned for noon to 3.00pm on Tuesday 14 November 2023 should focus on:
   * + - An assessment of the effectiveness of the Governing Body in 2022-23
       - The impact of the school’s vision, ethos and values
       - Governor training and development planning

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| **27/23** | **Review Committee membership and Named Governor roles for 2023-24 –** *Document M* |

1. The Governing Body appointed Committee members and Named/Link Governors as set out at Annex C.

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| **Closing items** |

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| **28/23** | **Urgent other business referred from Item 05/23 above** |

1. The HoS reported that a teacher had resigned with effect from the end of the autumn term: the school was seeking to recruit to the vacancy.
2. The Chair thanked staff for all the work that had been put into the development of the curriculum over the last two years: this had been a great team effort and the outcome was a truly inspiring curriculum.

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| **29/23** | **Date of Next meeting** |

1. The next meeting would be held at 6.00pm on **Tuesday 12 December 2023** *(via Teams)*

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| **30/23** | **Closure of meeting** |

**The meeting closed at 8.25pm**

**Helen Osan Governance Services**

*Supporting excellent governance in Bradford*

1. PPA time - Planning, Preparation and Assessment time (teachers must spend 10% of their working week out of contact with their class in order to plan, prepare and assess class work) [↑](#footnote-ref-1)
2. 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-2)
3. School Street - a**road outside a school with a temporary restriction on motorised traffic at school drop-off and pick-up times** [↑](#footnote-ref-3)
4. NGA - National Governance Association – <http://www.nga.org.uk/> [↑](#footnote-ref-4)
5. BSO – Bradford Schools Online [Website](https://bso.bradford.gov.uk/Schools/Home.aspx) [↑](#footnote-ref-5)