

# HUNSLET CARR PRIMARY SCHOOL GOVERNING BOARD

## PUPIL SUPPORT COMMITTEE

Minutes of the meeting held on Tuesday 20<sup>th</sup> April 2021 at 5.00 pm

**PRESENT** Clare Davidson – Chair  
Jon Hairsine  
Elisa Whitfield  
Martin Lumb – Headteacher  
Paul Wray

**IN ATTENDANCE:** Jane Howarth (Clerk, Governor Support Service)

The meeting was held on Zoom

The Agenda was taken out of turn

### **5.00 STAKEHOLDER ENGAGEMENT – SCHOOL COUNCIL**

5.01 The Head Boy (Jamie) gave his impression, on prompting from the Headteacher, of life in and out of school during the Covid pandemic.

He described being in school since nursery and going to high school in September.

In answer to a question from the Chair of Governors Jamie wanted to stay at Hunslet Carr and not move up to Rodillion, preferring the locality.

Jamie had stayed at home during the school closures and restricted re-openings, accessing the available online learning and saying he found it easy, especially during the third lockdown when log-ins made for better access.

He had missed his friends and found the playground arrangements and lunch time difficult. Jamie was well aware that the changes in place were there to reduce transmission of the virus.

5.01.1 Governors thanked Jamie for coming to the meeting and telling them how the Covid pandemic had directly affected children.

5.01.2 The Head Girl (Brooke) had been ill today and so did not attend the meeting. The Headteacher hoped that she felt better soon.

### **1.00 APOLOGIES FOR ABSENCE AND MEMBERSHIP MATTERS**

1.01 Iain Cunningham was absent and no apologies had been received.

The Chair agreed to enquire that he was OK.

1.02 Carlton Edmeade sent his apologies. He had been invited as an observer.

### **2.00 DECLARATION OF INTERESTS**

2.01 There were no declarations of interest with regard to this evening's agenda.

<b>3.00</b>	<b>MINUTES OF THE LAST MEETING</b>	
3.01	The minutes of the meeting held on Tuesday 17 <sup>th</sup> November 2020 were agreed as an accurate record and the Chair was authorised to sign them electronically (by email) to school.	<b>CD</b>
<b>4.00</b>	<b>MATTERS ARISING</b>	
4.01	<u>Matters Arising – Governor Monitoring of School Improvement Priorities – item 5.01 refers:</u> - Clare Davidson had completed and forwarded her Phonics report to school.	
4.02	<u>Matters Arising – Safeguarding– item 5.03 refers:</u> - The online Survey Monkey of five safeguarding questions had not been possible – see item 8.02 for details.	
4.03	<u>Matters Arising – Personal Development – item 5.04 refers:</u> - this item was on tonight’s agenda at item 9.	
4.04	<u>Attendance, Behaviour and Attitudes – item 6.02.4 refers:</u> - The Committee Chair had forwarded the minor alterations for the Behaviour Policy to the Head teacher and the policy had been adopted at the FGB meeting in March.	
4.05	<u>Safeguarding – item 7.04 refers:</u> - Paul Wray had met with the DSL (Designated Safeguarding Lead) and reported back to the FGB (Full Governing Body) meeting in March.	
4.06	<u>Safeguarding – item 7.05 refers:</u> - Clare Davidson and Paul Wray had yet to complete Safer Recruitment training, deferred because of the Covid pandemic.	
4.06.1	The Head teacher would ask Hayley Stewart to locate options and book Safer Recruitment training for both, by arrangement.	<b>Headteacher</b>
4.07	<u>Safeguarding – item 7.06 refers:</u> - Paul Wray had yet to see the latest SCR (Single Central Record of Recruitment) via a Zoom meeting with the Head teacher.	<b>ML/PW</b>
4.08	<u>Pupil Wellbeing – item 8.02 refers:</u> - Paul Wray had forwarded a Real Junk Food project contact to school so that they could access their food bank.	
	Lauren Dean was following this up but needed to first address the stigma attached to accepting charity, amongst some parents, so that the project was successful. The Head teacher agreed to chase this up.	<b>ML</b>

- 4.09 Personal Development – item 10.02 refers: - A thank you letter for birthday cupcakes had been sent to ASDA with a letter of disappointment also sent to Morrison.
- 4.09.1 Virtual parties would begin again next Friday and it was anticipated that these would continue to the end of the summer term.
- 4.10 Any Other Urgent Business – item 15.02 refers: - the Demography, Deprivation and Social Context report was on this evening's agenda at item 13.01

**6.00 GOVERNOR MONITORING OF SCHOOL IMPROVEMENT PRIORITIES**

- 6.01 All governors had been informed that the Science Deep Dive was arranged for Wednesday 12<sup>th</sup> May and were urged to attend the feedback 'Zoom' session at 2.30 – 3.00 pm.

An email invitation would be sent by the Headteacher nearer the day as requested by governors.

ML

**7.00 ATTENDANCE, BEHAVIOUR AND ATTITUDES**

7.01 Attendance

Lisa Lilley's Attendance report, with strategies for improvement, had been circulated prior to the meeting.

- 7.01.1 Of particular interest was the paragraph explaining the marking as absent (C) of those children identified as vulnerable who had failed to accept their place in school during the closures and restricted re-openings. This had brought down the attendance percentage from 95.7% in half term 2 to 93% in half term 4.
- 7.01.2 Both staff and governors found this frustrating and were concerned that Ofsted would appreciate the restrictions placed on school by the DfE's ruling on this, especially since those not seen as vulnerable, and not accessing remote learning, were marked as (X), not affecting the school's attendance.
- 7.01.3 It was noted that schools with few vulnerable children would show a better attendance during the pandemic which did not represent the effort put in by school to encourage vulnerable children into school.
- 7.01.4 The continued restricted re-opening was hampering the re-introduction of incentives, such as reward assemblies, to encourage attendance.

Those children having to self-isolate or stay away from school having come into close contact with a positive case, were also affecting attendance.

7.01.5 Efforts to improve attendance through legal proceedings against persistent absentees had been refused since sufficient evidence was not available because of the Covid restrictions.

It would now be another term before attempts could be made again, which was frustrating for school.

7.01.6 It was noted that the Attendance Officer was working hard, recording all aspects of attendance challenges on CPoms and offering both push and support tactics where necessary.

The Chair of Governors was happy that governors had seen and heard evidence of good practice to increase attendance and hoped that Ofsted would understand the barriers in place which adversely affected the data.

## 7.02 Behaviour

The Headteacher's report, describing the school's behaviour, & strategies in place to stop bullying/abuse of any kind, had been circulated prior to the meeting, as had a table illustrating fixed term exclusions.

7.02.1 The Committee Chair thanked the Headteacher for this positive report and asked for the headlines. It was reported that school was a calm space following the re-opening.

7.02.2 In-class adaptations remained in place (ear defenders, black out tents, fidget toys) for those struggling now that everyone was back in school, although behaviour in general was very good.

The Year 6 boys, back from Alternative Restorative Learning (ARL) provision, would now transition normally into high school.

The ARL Year 3 boy was able to spend the first ten minutes of English and Maths lessons in class.

7.02.3 Altered, restricted lunchtime playground arrangements had been mitigated by employing Hunslet Boys' Club coaches engaging children in the split playground.

7.02.4 Staffing changes were explained with governors sad to see Terri-Anne leave. Their thanks would be passed onto her by the Headteacher.

7.02.5 Traffic lights data was explained. There had been no internal isolations due to the Covid restrictions and no fixed term exclusions.

ML

7.02.6 The table referring to Fixed Term Exclusions over the years illustrated destinations for those who had taken part in Restorative Learning.

A governor stated that the results demonstrated school's efforts to support children, and the wider community, above and beyond what was normally on offer, helping those in extra need whilst not to the detriment of the other 29 children in each class.

7.03 Bullying

One incident of bullying, outside of school, during the third school closure, had been resolved to the mother's satisfaction.

7.03.1 Of concern was that it referred to social media bullying, which was increasing. On average, one incidence, leading to fallouts in school, was happening each week.

A governor enquired what systems were in place to reduce this form of bullying and was told of the school's efforts, and restrictions, when trying to keep up with the development of digital bullying.

These included:

- Letters home informing parents of the latest platforms for cyber bullying, which a parent governor said she had found very informative.
- Advice to take screenshots and refer to the non-emergency police contact since school was unable to address incidents off the premises and out of school hours.

7.03.2 A governor was assured that lessons regarding the dangers of digital bullying were in place as was a bullying week in June which would also address racism, homophobic and transphobic bullying.

Posters with the acronym THINK were placed around school, advising children to stop and think about the consequences of texting.

## **8.00 PRESENT THE ANNUAL SAFEGUARDING MONITORING REPORT AND ACTION PLAN**

8.01 The Annual Safeguarding Report, prepared by the DSL (Andy Hinchcliffe) had not been circulated prior to the meeting owing to IT problems in school. The Headteacher shared it on screen and took governors through the headlines.

8.01.1 In particular the systems put in place to protect vulnerable children during the school closures was considered comprehensive, leading to home visits for those not in regular contact with school.

- 8.01.2 The Safeguarding governor had made plans to meet, and sign off, the ARM once the DSL had completed it. This would coincide with his Safeguarding visit to ensure the best use of time.
- 8.02 It had not been possible to put the safeguarding survey in place due to Leeds City Council's restrictions on schools using Survey Monkey. Safeguarding had continued to be a school priority, featuring on at least one page of the weekly bulletin shared with all staff.

## **9.00 PERSONAL DEVELOPMENT**

- 9.01 Elizabeth Chambers' report, describing the school's approach to finalising the school's RSE (Relationships and Sex Education) policy and curriculum, had been circulated prior to the meeting.
- 9.01.1 Years 5 and 6 would begin learning this at the end of April, pushed back from the usual January since the topic was not considered appropriate to learn online as part of the remote offer and, in particular, those who really needed to hear the message regarding healthy, safe relationships had not accessed the online learning.

A governor was reassured by the figures, shared on screen, of the parents who had responded to the consultation. The number of requests for sources to back up the subjects taught in school was encouraging and it was thought that the availability of online resources on the school's YouTube channel, to be sent out this week, as the topics began in school, allayed any embarrassment that parents might have felt coming into school to learn.

- 9.02 Governors were happy with the Head teacher's Pupil Wellbeing report describing the school's approach to securing children's positive mental health and wellbeing, which had been circulated prior to the meeting.

## **10.00 EQUALITIES**

- 10.01 Sarah Gardner (SG) had reviewed the Equalities documents prior to the FGB meeting in March and was happy, on behalf of the governing body, that school fulfilled its responsibilities to all children, including Pupil Premium and those with SEND (Special Educational Needs and Disabilities).

The Headteacher informed governors that SG joined staff meetings addressing equalities issues.

- 10.02 The Chair of Governors wondered if there was any mechanism for surveying pupils' attitudes towards equalities before they left for high school. The Headteacher responded that the annual My Health My School (just released for 2021) offered an opportunity for children to evaluate the extent to which school fulfilled issues of equality.

The results could be viewed against other schools in Leeds as safeguard.

This data would be brought to the next FGB meeting.

**11.00 ANNUAL REVIEW OF EFFECTIVENESS**

11.01 Governors had previously agreed to assess their effectiveness informally at the end of each meeting. It was noted that these were exceptional times with monitoring visits, and face to face meetings and discussion impossible.

Governors felt reassured that the detail in reports from staff and the Headteacher ensured an effective and thorough oversight of the situation in school. The only concern was that this paperwork might overlap with other committees, creating an extra workload. The Headteacher was happy that keeping Pupil Support issues separate enabled governors to consider them in greater depth and was a useful exercise for those producing the reports.

A governor commented that if the committee added an appropriate level of scrutiny, not considered elsewhere, then it was a useful tool whose robust reports continued to build on school's development.

**12.00 SCHOOL SELF-EVALUATION (SEF)**

12.01 The most recent copy of the relevant three pages of the SEF had been circulated to governors prior to the meeting.

Since attendance had been discussed in detail at item 7.01, and everything else was green, governors were happy that the SEF was accurate.

The Headteacher (ML) agreed, adding that great strides had been made in this part of the SEF, improving attendance to the national average despite the school closures and restricted re-openings. ML continued that Ofsted would now find a school that was calm, orderly, well-managed, with little disruption since the introduction of Restorative Learning. Governors agreed that this was good for the class, teachers and those children in need of additional or alternative support.

**13.00 ANY OTHER URGENT BUSINESS**

13.01 Governors discussed the findings of Ian Stoke's demographic report for the catchment area of Hunslet Carr Primary School, which was shared on screen at the meeting. This was an alternative document to the intended SATs analysis which had not taken place due to the Covid pandemic.

13.01.1 The intention was two fold

- To discover why there was a high proportion of white British boys who, having attained the required level at KS1, slipped beneath that expected of them at KS2.
- To demonstrate to Ofsted the statistics which explained the above

13.02 The findings, using postcodes as indicators of crime, overcrowding and different home situations, concluded that the majority of children came from a tough background.

13.02.1 It was known that from the age of eight some children started to play out with older boys and were pressurised into disengaging with school. The lack of places to go (exacerbated by Covid closing so many opportunities), added to a gang culture, had made the situation worse.

13.02.2 The LA governor (PW) described the authority's recognition of the problem and efforts in the short to medium term to re-instate youth provision, including hot meals, up to seven days a week in the area. Progress would be slow to ensure that provision was self-sustaining but a consultation was in progress for an April 2022 start.

PW continued that the third sector and private provision would cater for 7-11 years with the authority looking after 11-17 year olds.

13.3 The report's headlines were not seen as an excuse for poor results but rather a reason for school's not converting the good results at KS1 into similar at KS2.

13.3.1 Additionally, the school lost on average 5-6 pupils per year per year group to other schools as families moved on. It was noted that south Leeds was an arrival point for families coming into the city which they then left once established, to be replaced continuously by children ill-equipped to deal with external disengagement pressures.

13.3.2 The LA governor (PW) agreed that this demographic data concurred with the authority's findings for the area, with unstable, short term lets common, not yet quite attracting the necessary financial intervention of the top 1%.

13.3.3 A governor wondered if school might augment the report findings with its own data collection of individual pupils' attainment at entry and on leaving, either using teacher assessments or their own incoming information.

13.4 The report, whilst interesting, offered no solutions but its context details could influence positive change in KS2. The LA governor requested a copy of the report so that he could forward to the local authority's inclusion lead to follow up.

13.4.1 The Chair of Governors suggested the consideration of an informal forum around the Year 6 boys in question, with parents, outside agencies and transition to high school involved, in order to support



them as widely as possible. The LA governor, who sits on the Leeds Inner South Children and Young People committee explained that the Covid pandemic had de-railed the coming together of Education and Social Care so that information sharing with parents through the local authority's institutional structure had suffered.

13.4.2 The Clerk agreed to forward the report to all governors.

Clerk  
actioned –  
21/04/2021

**14.00 DATE AND TIME OF NEXT MEETING**

14.01 **To be arranged by the Headteacher**

14.02 **Tuesday ? 2021 at 5.00 pm**

14.03 The Chair closed the meeting at 18.30 pm