



## 5.00 REVIEW ACTIONS AND MATTERS ARISING

- 5.01 Membership Matters – item 3.05 refers: - Emma Tyler had been due to attend this evening's meeting as potential new co-opted governor. See item 3.02 above for update.
- 5.02 Minutes of the last meeting – item 4.01 refers – the Chair would sign (electronically) the minutes of the last meeting by emailing the Headteacher.
- 5.03 Review Actions and Matters Arising – item 5.17 refers: - The Headteacher had forwarded the policies due for review, to assigned governors, following the meeting.
- 5.04 Headteacher verbal overview of the current school situation – item 6.02 refers: - The Headteacher's report for this meeting gave details of the interventions by local police and the Safer Communities team following recommendations by the LA governor.
- 5.05 Headteacher verbal overview of the current school situation – item 6.05 refers: - two governors had attended the feedback session of the Science Deep Dive.
- 5.07 Headteacher verbal overview of the current school situation – item 6.05.1 refers: - Two governors had attended the last hour of the budget setting meeting and were happy with the exploration of steps to take if pupil numbers continued to fall.
- 5.08 Headteacher verbal overview of the current school situation – item 6.05.2 refers: - Governors had been sent the list of questions that Ofsted might ask. They were urged to make themselves familiar again with the information, plus the Ofsted readiness document, circulated prior to the meeting, ahead of a likely Ofsted visit in the autumn.
- 5.09 Safeguarding and Child Protection – item 13.02 refers: - The Safeguarding governor's report had been circulated to all governors for their information.
- The Chair plans to attend Safer Recruitment training in the autumn term, as it is three years since he last took the training.
- 5.10 Review of Information on the school website– item 14 refers – Clare Davidson had sent her website report to the Headteacher. The necessary corrections had been made and several areas had been adjusted to make the site more accessible.
- 5.11 Effective Governance and Governor Development – item 15.04 refers – Iain Cunningham's EYFS training report had yet to be forwarded to school. Since he had sent his apologies for this meeting, he would be asked to forward it over the summer for recording in school.

Chair

All governors

Chair

Iain  
Cunningham

The Clerk explained that it was important to record since it was evidence of governor training. Training records helped to identify gaps in skills or training required to ensure all aspects of governance were secure.

Clerk

The Clerk agreed to send the template for recording training sessions to all governors ahead of the start of the next academic year.

The Chair enquired if governors might attend training due to be done with staff at the beginning of the next academic year about the changes in the KCSiE guidance.

The Headteacher welcomed governors to join the first staff meeting. Alternatively, the DSL (Designated Safeguarding Lead) would video the session and foreword to all governors in lieu of training.

A governor made known her willingness to attend the Equality training, since she had missed the authority's session. The Headteacher agreed to forward dates for all planned staff training, to governors, should they wish to join.

Headteacher

The Chair reminded governors that live webinars and recordings of training sessions were available on Governors for Schools website. He agreed to forward the log-in details (via the clerk) to all governors following the meeting.

Clerk-actioned  
29/7/21

## 6.00 HEADTEACHER UPDATE ON PLANS TO REVIEW THE SEF WITH THE SCHOOL'S CURRENT STRENGTHS AND WEAKNESSES

6.01 The Headteacher shared on screen the document which had been circulated prior to the meeting.

SLT (Senior Leadership team) had looked at the document in preparation for the autumn term. All ragged actions had been considered and actions put in place, where possible, to date.

A new plan would not be written. Rather, it was noted that the date had been extended to 2022, with actions completed, and issues resolved, removed.

Reds remaining, as a result of Covid, would be left in so that they could be dealt with moving forward, as restrictions continued to be lifted.

6.02 Highlights of sections were looked at in detail as follows:

### 6.02.1 Leadership

Supported by the SIA, this was moving forward as planned.

Governors' attendance at Deep Dives, and their feedback session, was in place.

Performance management of support staff, limited by the Covid restrictions, would be resume in the autumn term.

#### 6.02.2 **Attendance, Behaviour and Attitude**

##### **Attendance**

It had been difficult to lead on attendance during the Covid restrictions.

Some persistent absentees had been using Covid as an excuse. From September the attendance team would be back on track to improve attendance.

It was noted that despite Covid, some families were being fast tracked for persistent absenteeism with one family, with previous children showing poor attendance, going to court. Whilst it was unlikely to change their behaviour, it did demonstrate school's intention.

##### **Behaviour**

School was calm and behaviour was good.

Following a briefing with the Health and Safety team yesterday, the Headteacher was considering what changes to keep following the lifting of all Covid restrictions, to maintain good behaviour, such as sitting in rows facing the teacher. This would be reviewed at the end of the autumn term.

Governors were concerned that it could not be guaranteed that the restrictions would remain lifted.

##### **Attitude**

School had put on hold the drive for Healthy Schools status. This would be returned to, especially the scheme to promote healthy packed lunches, from September, assuming that dining in school was back to normal.

The result of the My Health My School survey would be brought to the September FGB meeting.

#### 6.02.3 **Curriculum**

English and Maths remained red since assessment and comprehensive monitoring had not been possible during the Covid restrictions.

Only book scrutinies had taken place. SLT and peer observations would begin again in September.

#### 6.02.4 **Wider Curriculum**

Where evaluation required classroom observation and sharing of information, it remained rag rated as yellow or red. Only those areas where system and process were measurable, were they ragged as green.

#### 6.02.5 **SEND**

School had evidence from outside agencies that the SENCO was good and support in class was as it should be.

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agenda item

It was noted that this remained a red since the SENCO had been unable, because of Covid restrictions, to demonstrate good practice by teaching in all classes.

6.02.6 **EYFS**

This remained rag rated red since it had been impossible, because of Covid restrictions, to demonstrate good practice through peer observations.

Parents' phonics classes had also been curtailed.

It was noted that the SIA was pleased with how much had been achieved despite the restrictions in place. She thought this area of school Ofsted ready following her meeting with the EYFS lead.

6.03 The Headteacher informed governors that the SIP (School Improvement Plan) had fed into the SEF, setting the scene for Ofsted and giving a context for the last twelve months. It explained why school considered itself good in all areas, showing the evidence needed.

6.04 Governors were invited to ask questions on the SEF.

6.04.1 The Chair thought that the document showed an honest narrative and was a clear preamble for conversations and questions at any Ofsted visit. It was evident that school had not used the Covid pandemic as an excuse but realised that the previous aims were not all possible.

He advised governors to re-read the SIP and the SEF, making notes to refresh their memories, to help tell the school's story when the time came.

All governors

The Chair also urged governors to come into school, as soon as possible in September, to add credibility to governors' experience of first-hand stories, for Ofsted.

The clerk agreed to forward the governor monitoring template ahead of the autumn term for governors' information.

Clerk-actioned  
29/7/21

**7.00 QUESTIONS ABOUT THE HEADTEACHER'S REPORT (this item was taken after Committee Reports when all governors were present)**

7.01 The document had been circulated prior to the meeting and governors' questions were invited. Aspects of the report had been considered at other items on the agenda.

7.02 **Covid**

A governor asked if parents were happy with the government's change in guidance for bubble collapsing.

The Headteacher replied that though the local authority guidance urged schools to continue to collapse bubbles when a positive case was identified, parents had challenged this. The school was now informing parents of every positive case and leaving parents to decide if they wished to remove their children from school, until the end of term.

**7.03 Staff and children's wellbeing**

Kept at the top of the agenda, wellbeing remained high as did the community's safety. See item 12.05 for further details on a school council idea to promote children's wellbeing through getting a school dog.

Wellbeing would be put on the autumn agenda since it was recognised that recovery from mental health issues, caused by the pandemic, reflected far more than regaining reading ability following Catch-up.

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**7.04 Transition**

Following on from last year's unsatisfactory transition arrangements, hampered by the pandemic, the Chair asked whether this year's arrangements had improved.

The Headteacher reported a difficult transition again this year, caused mainly by schools having to move/alter their plans due to bubble collapses and staff self-isolating. Last minute changes in arrangements had clashed with the Year 6 end of primary school trip, preventing a group of children engaging with their future high school.

Schools that had not tried to hold face to face transition information sessions, were holding one to one Zoom sessions with children.

Two other schools were planning to hold a two-week summer school for the purpose of easing transition.

**8.00 COMMITTEE REPORTS**

All committee reports had been circulated prior to the meeting. The Committee Chairs took governors through the highlights and invited questions.

**8.01 Resources**

There had not been another Resources meeting since the ratification of the budget on 19 May.

Items covered previously included updating and adoption of the three policies as follows:

Freedom of Information  
General Data Protection Register  
Whistleblowing

All were on the school website.

## 8.02 **JRG (Joint Review Group)**

8.02.1 The Committee had heard a comprehensive account of the teaching and learning situation across school and all subjects, including the SIA's input.

This had been excellent preparation for subject and area leads, covering all bases, ahead of an Ofsted visit. It had also provided an opportunity for CPD (Continuing Professional Development) in the absence of any during the Covid pandemic.

Year 6 assessments had been done internally, despite their being no national ones. Results were discussed and applauded, such as Reading at 76% (with 24% at greater depth). This demonstrated the willingness and ability of children to continue reading throughout the pandemic at home.

The Headteacher added that the result also demonstrated how much progress the cohort had made since Year 2 (+0.9). If this cohort had taken SATs in 2019, they would have finished in 30-40<sup>th</sup> place nationally, a really good performance considering the cohort's estimate of 80<sup>th</sup> place in 2019.

Maths and SPAG (Spelling and Grammar) showed slightly less successful results, demonstrating how it was much harder to progress in these subjects at home, especially when areas of learning had been missed due to the lockdowns. Results were, however, good despite Covid, and were as follows:

SPAG – 67% (16% at greater depth).

Maths – 67% (16% at greater depth).

The Curriculum lead was already considering how to pick up and take these results forward next year.

8.02.2 Year 4's multiplication tables test, done internally, had scored an average of 20/25, two more than Leeds or national. 25% of children had scored full marks.

8.02.3 Year 2's internal assessments had shown 63% in Reading, with 61% in writing and maths.

8.02.4 72% of children had passed Year 1 phonics. This was a great result considering children had been out of school from March to June 2020 (Reception) and from January to March 2021 (Year 1).

The Headteacher thought the result reflected the high standard of online learning that had been available throughout the lockdowns and for those self-isolating.

The SIA added that these were very positive results compared to other Leeds schools.

8.02.5 The Chair reminded governors that it was necessary to specifically account for Pupil Premium spend when considering the results, to illustrate progress despite restrictions.

The Headteacher responded that the JRG committee had seen figures from the registers of all those children who had not engaged with lockdown learning, at the March meeting.

Of the 20% who had not engaged, despite all offers of help with paperwork and computers, 56% were Pupil Premium children.

A closer look at the assessment results would enable school to identify who was slipping; where and why. Actions to reverse this would be tracked at successive meetings, ready to tell Ofsted.

The £30,000 recovery learning grant, on top of the Pupil Premium income, was being used to employ an additional teacher and HLTA (Higher Level Teaching Assistant) whose job was to target the lockdown non-learners and bring them back up to speed.

A governor asked if school felt all children who had slipped would recover their abilities and catch up, in the long term.

The Headteacher described two types of children recognised by school –

- Those whose performance had dropped below expected because of Covid but who were known to have the ability to attain
- Those who were already working below target prior to Covid and who had slipped further. Whilst school could enable them to catch up to where they were previously, it was not certain that they could now attain what they might have achieved had Covid not happened. Only recovering the pandemic gap was certain.

### 8.03 **Pupil Support**

Since visits had been impossible reports had been asked of areas such as Attendance and Behaviour. These had been considered in detail, including the papertrails in place for persistent absentees. It was noted that despite good work, the Covid lockdown had delayed progress.

The Chair acknowledged the dip in attendance but was happy that school had evidence to show it was doing everything possible to improve attendance continuously.

A governor pointed out the contradictory nature of the attendance codes during the school lockdowns which prevented those engaging in remote learning from being marked present. School had tried to ensure the best attendance once school re-opened on 8<sup>th</sup> March.

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A governor asked if it was known how many children had used Covid as an excuse not to attend. The Headteacher reported savvy families who knew all the ways to avoid attending. School was confident that come September they would be tackled. Covid test results would be required for anyone using the pandemic as a reason for non-attendance.

96% attendance, in the meantime, was a good result considering the restrictions.

8.03.1 Celebration assemblies, to support good attendance, were still prohibited. Efforts to reward attendance within the classroom, were in their infancy. Results would be brought to the next committee meeting.

8.03.2 Behaviour showed mostly greens with a key number of children helped through various strategies.

8.03.3 The influence of social media outside of school was discussed with its specific effect on the use of racist, homophobic and derogatory language amongst KS2 children; notably once they had been given a mobile phone.

The Headteacher added that language used in school was derogatory, even if racist in origin, just as homophobic terms were used in a derogatory fashion amongst children.

A governor enquired what work was being done in school to help dismantle this use of language, and whether any specialised support was needed.

The Headteacher reported using lessons in Years 4, 5 and 6 to address the issues, focussing on black footballers and Lewis Hamilton to ensure understanding.

A governor asked if it was happening in the general locality or simply confined to school. This was not known since school was dealing with it in Covid isolation. The LA rep. continued that it was something that the local authority might pick up, as a safeguarding issue, if it became a general trend.

8.03.4 Committee members had drilled down into the ARM and Safeguarding report and were happy with the contents.

8.03.5 A discussion about underperforming girls had produced some actions which were being followed up.

## **9.00 GOVERNOR DEVELOPMENT PROGRAMME**

9.01 The Chair encouraged all governors to undertake as much training as possible ahead of the anticipated autumn Ofsted visit.

9.02 Governors were reminded of the online training available through Governors for Schools and via the school's SLA agreement with The Key.

**Pupil Support  
Agenda -  
autumn**

**Pupil Support  
Agenda -  
autumn**

	School had the log-in details for The Key and would forward them to all governors.	<b>Clerk-actioned 29/7/21</b>
9.03	The collated skills audit, following receipt of all governors' forms, would also identify any gaps in training needed ahead of the autumn term.	
9.04	It was noted that, if all restrictions were still lifted by September, governors would be welcome to come into school to observe the SIA's work with staff and children.	<b>All governors</b>
<b>10.00</b>	<b>CHAIR'S BUSINESS</b>	
10.01	A governor asked the Chair to thank staff, on behalf of all governors, for their hard work during this tough time.	
	Since teachers had appreciated their card, sent at Christmas, another would be sent on the governors' behalf for the end of term. The Chair would forward his chosen words to the Headteacher.	<b>Chair/Head</b>
<b>11.00</b>	<b>CLERK'S BUSINESS</b>	
11.01	There was no clerk's business.	
<b>12.00</b>	<b>ANY OTHER URGENT BUSINESS</b>	
12.01	It was reported at item 5.10 that Clare Davidson had reviewed the school website and forwarded her report to the Headteacher.	
12.02	The Staff Code of Conduct, within the updated Staff Handbook, had been reviewed and agreed by the Resources Committee. Governors were asked to adopt it.	
12.03	The Staff Disciplinary policy, another Leeds model policy agreed with the unions and HR, had been reviewed and agreed by the Resources Committee. Governors were asked to adopt it.	
12.04	<b>Resolved</b> The policies at 12.02 and 12.03 were adopted by the full governing body.	
12.05	<b>School Dog</b> Whilst this was an operational decision, governors had views, having read the School Council's document circulated prior to the meeting. These included: <ul style="list-style-type: none"> <li>• The challenge of finding the right dog</li> <li>• Where/with who would the dog live</li> <li>• Allowing for the expenditure in a tight budget</li> <li>• Contingency plans if the dog did not settle into its role (re-homing, staff member's family pet, disappointed children)</li> <li>• The cost of dog training (can be expensive if over an elongated time)</li> <li>• Care for the dog until it was old enough to begin work</li> </ul>	

- Dog's life expectancy of up to twelve years (contingency for if the member of staff caring for the dog should leave school)

12.05.1 The Chair reported having seen a school dog in action at Middleton Primary. He was convinced that a dog could bring something positive to school, in terms of supporting children and their wellbeing, if all the factors were taken into consideration.

He was also aware that the costs were much lower over time than the provision of other wellbeing therapies.

Governors urged that conversations with other schools, using therapy dogs, be held prior to deciding (Clapgate, Roundhay)

Headteacher

## 19.00 DATE AND TIME OF NEXT MEETINGS

### 19.01 FGB

Monday 27<sup>th</sup> September 2021 at 5 pm  
 Wednesday 8<sup>th</sup> December 2021 at 5 pm  
 Tuesday 29<sup>th</sup> March 2022 at 5 pm  
 Tuesday 19<sup>th</sup> July 2022 at 5 pm

### Pupil Support

Tuesday 18<sup>th</sup> November 2021 at 5 pm  
 Tuesday 19<sup>th</sup> April 2022 at 5 pm

### Resources

Thursday 2<sup>nd</sup> December 2021 at 5 pm  
 Tuesday 26<sup>th</sup> April 2022 at 5 pm

### JRG

Tuesday 4<sup>th</sup> October at 4 pm  
 Thursday 20<sup>th</sup> January 2022 at 4 pm  
 Tuesday 15<sup>th</sup> March 2022 at 4 pm  
 Tuesday 5<sup>th</sup> July 2022 at 4.00 pm

19.02 The SIA wanted to reassure all governors that she had seen many positive examples of positive action during the past year. She felt able to safely say that school had carried on regardless of Covid, coming on in leaps and bounds, in readiness for Ofsted.

19.03 The Chair thanked governors for attending and closed the meeting at 5.50 pm