



Look and learn beyond the classroom | Have high aspirations and fulfil our potential
Care, share and belong | Lead, teach and learn with passion

Leavening Community Primary School

Full Governing Body Meeting - 15 November 2022, 5pm held virtually (TEAMS)

Minutes

Present	Chair - James Robinson (JR) Neil Audsley (NA) (Vice Chair) Sian Mitchell (SM) Elaine Phillips (EP) Jan Lomas (JL) David Griffin (DG) Sandra Whitson (SW) Neil Clark (NC)	Parent Governor Co-opted Governor Head Teacher Co-opted Governor Co-opted Governor Co-opted Governor LA Governor Parent Governor - tbc
In attendance	Laura Waites (LW) Jerry Woolner (JW) Steph Bedford (SB)	NYCC Clerk NGA advisor Teacher
Apologies	Jane Price (JP)	Staff Governor
Vacancies	One	Parent Governor

Colour coding Key – Highlighting Governor Core Functions

Red – Strategy Challenge/question

Blue – Approval/Decision taken

Green – Performance Challenge/Question

Purple – Financial Challenge/Question

No	Item/Details	Action
1.1122	Welcome and Introductions The meeting started at 5pm. The Chair opened the meeting and welcomed: Neil Clark - new parent governor (to be formalised upon completion of checks) Jerry Woolner - NGA Steph Bedford - Early Yrs / KS1 teacher (to speak about the SDP for humanities)	
2.1122	Apologies for absence and to determine whether any absences should be consented to Apologies were received and accepted from: JP NA had emailed that he may be late joining the meeting.	
3.1122	Declaration of interests, pecuniary or non-pecuniary. All governors were reminded to complete the form 'Annual Register of Governors Business and Personal Interests' and were reminded to declare any changes at subsequent meetings. All governors confirmed that they had no additional declarations to note for any item on the board agenda. <i>Note - Statutory requirement – the governors' page on the school website must be updated with business interests</i>	
4.1122	Confidential Agenda Items Governors were reminded of the confidential nature of the meeting and that other people's views should be respected. There were no items that were to be confidential and excluded from the main minutes.	
5.1122	Notification of urgent other business	

No	Item/Details	Action
	None	
6.1122	Scheme of Delegation To cover at next FGB	LW
7.1122	<p>Minutes of the meeting held on 4 October 2022. The Board confirmed the minutes of the meeting of 4 October 2022 were an accurate record of events and they were approved with one amendment – to committees: change JR to JL on the performance committee. The Chair is to sign an updated paper copy for the file.</p> <p>The Chair noted the need to record challenge from the board more robustly and acknowledged that as governors read papers in advance and are thoroughly involved in link governor meetings in school the challenge isn't always shown in the meetings. JW advised that changing the colour scheme is useful; there could be more individual questions asked in meetings so that governor challenge can be clearly evidenced in the minutes.</p> <p><i>Note – approved minutes become a public document and can be shared on the school website. Confidential minutes are not shared publicly and must be stored separately.</i></p>	
8.1122	Matters arising from the minutes Governors noted progress on every item from the action log from the last set of minutes and noted if there were any other matters arising from the last set of minutes. There were no additional points raised.	

9.1122	<p>Minutes of committee meetings NA joined the meeting at this point.</p> <p>Working Group meeting on Academisation – JL confirmed that the board had received a summary paper on recent meetings of a working group of the board to consider the academisation agenda. JL referred to the summary of options and confirmed there were only 2 options which could be considered by the board, the 3rd (LA option) was not applicable to very small schools.</p> <p>The headteacher confirmed to the board that advice from JW on the approach and key questions to ask was: Don't leave it too long but take time to look at who else is out there and get information from schools already in a trust e.g. core info on what its like The family feel of school is one of its most attractive features - some of the bigger trusts can impact on this – question if the trust ethos fits with Leavening and what the level of autonomy for staff and governors will be.</p> <p>Governor challenge</p> <p>What is the pace of this agenda and focus in term of government – any views?</p> <p>The headteacher and JW confirmed that it would be nice to see things settle to one direction, we are well past the tipping point, there is no money / support for schools to be individualised. The school needs to take time, but not leave it too long making a decision.</p> <p>We need to explore what's there and consider where we think Leavening fits, we don't want to lose the family feel and culture.</p> <p>The headteacher / JL confirmed that is why it is important all / more governors are able to go to some of the meetings with MATs etc.</p>	
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	<p>JW confirmed this is why the board needs to get from each trust what the process of devolution is and delegations/power locally and noted it is likely to be less autonomy than enjoyed now.</p> <p>The board noted / agreed that the following actions were to be taken:</p> <ul style="list-style-type: none"> • The headteacher is attending various meetings with local academy trusts – next meetings are: 23 November, 6pm at West Heslerton – Ebor Academy (SM, JR attending, and JL if transport available) • JL also has a list of other academies in the area which could be contacted • The headteacher will speak to the SEA about what may happen to very small schools; would be interested to know if the small school cluster would go as a group of small schools <p>The Chair agreed with the board that Item 12 on the agenda – school improvement (SDP for humanities) be covered next.</p>	
10.1122	<p>School Improvement SDP for humanities - led by Steph Bedford</p> <p>The headteacher introduced Steph Bedford, Early Yrs / KS1 Teacher who shared with the board her presentation on school development planning for humanities. The presentation covered the priorities and the actions taken including carrying out monitoring of the humanities plan, evaluating the curriculum maps, adding in suggested visits to the maps, devising the RE policy and engaging in monitoring visits.</p> <p>SB gave a flavour of the curriculum maps and how they followed full national curriculum coverage, termly actions and key questions for visitors in school. It was confirmed that all curriculum leaders have a clear understanding of roles through training and leadership, work is done with other teachers to ensure maps work in their classes and SB will be embarking on further humanities training.</p> <p>SB explained how handbooks have been produced for each class for teachers to use as a reference and how the use of assessments is being developed using the Otrack monitoring system to track individuals in each class. Knowledge retention is checked using tests and relevant activities to embed knowledge. Effective planning is ensured through the use of knowledge organisers and pre assessments before tests.</p> <p>SB went through the key priorities and actions for last year 21-22 and covered some of the key priorities and actions for this academic year 22-23 including some of the new initiatives introduced and how work was being embedded</p> <p>The headteacher confirmed to the board that SB has made great progress in leadership and gave assurance to governors this approach is consistent across the curriculum and every area is being developed and embedded to this standard.</p> <p>The headteacher confirmed to the board that a copy of the presentation will be shared with all governors after the meeting.</p> <p>Governor challenge</p> <p>JW congratulated SB for the high quality piece of work which should be celebrated and noted the challenge of doing this in a small school - many larger schools have a dedicated staff member to do this work.</p> <p>Q Can you tell us more about knowledge retention and sticky knowledge and how this is assessed – examples and what was found? A SB confirmed that it is developed through planning opportunities to discuss learning with teachers e.g. use of knowledge organisers, pupils write on post its</p>	SM

	<p>what they want to know, use quiz and other ways of checking what pupils remember so far to draw out the feedback.</p> <p>Q Have you done any of the informal assessment or is it still planned? A SB confirmed it is in the early stages and gave examples of some quizzes written and used. With sticky knowledge tests the flashback approach is used at the start of each session and is very useful. Feels like we are getting more secure in terms of knowledge.</p> <p>Governors thanked SB for the work she is doing and noted the answers show how the plan is being implemented, reviewed and amended to have best outcome for students</p> <p>Q What is a knowledge organiser and do the children input into them? A SB / headteacher confirmed they are designed from the national curriculum and what teachers know and what pupils need to know – they are used in all lessons. The teacher would use it at the start of the lesson as reminder of last week and it is available on tables and in books for the children. It is a working document for the children to use and shared for homework etc.</p> <p>Q When do you start using them in which class? A SB / headteacher confirmed they are used from the start of each class for each topic / area the class works on. Governors confirmed they will look for them next time they are in school.</p> <p>Q There is not much diversity in the school cohorts, how do you compensate for this to help children understand other ethnic backgrounds? A SB / headteacher confirmed that the RE curriculum was amended accordingly as the school recognises the importance of this and actively looks to provide enrichment opportunities. SB gave example in RE of how Interfaith Week involved a range of different visitors and visits. The headteacher confirmed the school was looking ahead in curriculum overviews for opportunities for visits to other schools, and places such as the mosque in York. Governors noted the progressive work being done.</p> <p>Q What about differentiation to meet needs of more capable and other learners – how do you address this? A SB confirmed that the national curriculum expectations are used and distilled into short, medium and long term expectations which can be matched against children - there are additional activities children can do for higher level work to stretch and challenge. The school is also developing more active learning.</p> <p>The headteacher confirmed that as part of their continuing professional development (CPD), SB was doing training with the national college on teaching mastery approaches in humanities, which can be used with other staff</p> <p>The board thanked SB for her hard work on this and noted it was good to see the passion in the subject. The board picked up on JW's comments this is the sort of work other schools have teams of people doing.</p> <p>SB left the meeting.</p>	
11.1122	<p>Report from the Headteacher - to receive and ask questions</p> <p>The board confirmed they had all received the report from the headteacher and read it in advance of the meeting.</p> <p>Governors reviewed the quality of education / behaviour and attitudes / personal development / leadership and management / pupil roll / attendance / SEND / safeguarding / pupil progress / early years / staffing updates</p> <p>It was also confirmed that the Board had all received and read the autumn term data analysis (half term) update and the pupil attainment summary over time update sent with the headteacher's report.</p>	

The headteacher invited questions from the board on their report and the pupil progress updates.

Governor challenge - Quality of education:

Q Generally are you seeing reassuring improvements in quality of education overall?

A Currently evaluating 'Good' in QoE which is an evaluation of everything including impact. Have a different team since pre covid and the mindset of staff shows drive and passion, impacting on the quality of what they produce e.g. in design of curriculum with children in mind. Has taken 4 years. Biggest challenge has been the change in staff. Have achieved 4 year curriculum design development in 2 years due to the hard work and commitment of teachers.

Q How has the absence of JP for half a term affected progress in maths?

A The headteacher confirmed that they were seeing expected progress in the majority of pupils but would like to have seen more with better than expected progress. JP had introduced mastery of numbers approaches and staff still attended training and did self-led training in her absence. The headteacher has done informal monitoring of maths in early years and KS1. In KS2 staff are continuing with maths mastery

Q Will any catch up work be needed?

A The headteacher conformed there may be some to ensure better progress this half term'

Governor comment - The impression, looking at data, is reading, writing and maths have held steady which is good, this is a credit to the school and well done to all involved. Whilst the board acknowledged it would have hoped to have seen more progress at high levels, it hasn't gone backwards.

Governor challenge – Safeguarding

Q Safeguarding – what was the issue to be addressed by staff training?

A Headteacher confirmed feedback from the LA safeguarding monitoring visit was staff needed to be aware of county lines as no staff volunteered information about county lines during the visit - since then they have been sent on a course.

Governor comment – the Board acknowledged that it was useful to know that county line impacts primary schools as well as secondary schools and is a factor that the school is aware of.

Governor challenge - behaviour and attitudes

Q Is the school start time working well and pupils comfortably in lessons before 9am?

A The Headteacher confirmed that an overwhelming majority of families responded well to the increase on the school day and all is going well; pupils are getting into the curriculum before 9am; the school is monitoring lateness and working with families on this as this can disrupt the learning/ start.

Q What is the national figure on attendance.?

A The headteacher conformed it is 93.9%, so the school is in line with the average.

Q Can you tell us more about the young leadership team?

A The headteacher confirmed that this is a very active leadership group from year 1 to year 6 - new leaders are voted in each term so not same people all year – who are involved in running 4 projects over the year. This term the group is looking at developing recycling. take student voice back to the meetings.

Q How is wellbeing in the school this half term?

A The headteacher confirmed that JP has had a successful return to work. There are some attendance management procedures happening but generally the head is seeing improvements in staff attendance. General wellbeing is positive and there is a hardworking culture in school.

Governor comment – JL attended an early years meeting in school and witnessed this and acknowledged it reflects well on the leadership of the school.

The chair thanked the headteacher for her report / updates.

	<p>comments. The headteacher confirmed that some policies were based on NYCC templates and these were adapted for school as required.</p> <p>The Board agreed to approve the policies with the noted amendments:</p> <ul style="list-style-type: none"> • Maths Calculation Policy (copy to be circulated – ratify at next meeting) • Complaints Procedure (reviewed at October FGB) • School Child Protection Policy and Manual • Pay Policy (attached) • H&S Policy (attached) • Handwriting policy (attached) • Code of conduct (attached) • Exclusion Policy (attached) • Allegations against staff and volunteers • Equality Plan and Equality Scheme - all policies relevant to wellbeing need to address it in their scope • RSE Policy • Educational Visits Policy – ensure the school name is included in the policy 	
17.1122	<p>Financial monitoring EP (finance link governor) gave a brief update on recent meetings with the Bursar and Headteacher on the budget. It was noted that not as much progress on the budget had been made as had been hoped and the budget is currently showing a deficit. The Bursar had been asked to prepare a revised budget based on a number of proposals and the revised figures received (yesterday) indicate that there may be a need to review wider costs as current proposals are not yielding enough savings.</p> <p>The headteacher and bursar are meeting to look at the local budget context in advance of a finance committee (incl head, Chair, NA, EP) meeting to be held on 23 November 2022.</p> <p>The board confirmed that there will be more information for governors following the finance meeting.</p> <p>The chair reminded the board of the confidential nature of the finance discussions.</p>	
18.1122	<p>Premises The board confirmed that all had received and read the notes of the H&S and premises visits attended by NA that had been circulated to governors.</p> <p>The board reviewed the actions to be completed from the risk assessment and NA confirmed that the majority had been completed; NA has met with the school administrator to progress outstanding issues and confirmed that some need to be done once the weather improves e.g. repainting.</p>	
19.1122	<p>Staffing No further updates</p>	
20.1122	<p>Communication The Chair noted that the Board regularly received pupil voice from parent governors. Staff voice had been discussed under wellbeing above.</p> <p>The chair asked the board if there were any comments on the circulated document giving guidance on questions to be used by governors in monitoring visits. DG confirmed he will use them in his forthcoming visits and provide feedback.</p>	
21.1122	<p>AOB – agreed at item 5 None raised</p>	
22.1122	<p>How has this meeting impacted on the welfare and progress of our pupils? Encouraging and seeing development of curriculum Focus on wellbeing of the pupils / staff Thanked Jerry for his work with the governing body</p>	

23.1122	Date of next meeting Mon 9 Jan 2023 (virtual) Mon 13 March 2023 – decide if needs to be virtual Mon 24 April 2023 Mon 3 July 2023	
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Signed

Dated

ACTIONS

LW	Forward a template / example of the formal scheme of delegation	Oct 22	complete	
LW	Update the SO document	Oct 22	complete	
Govs	Read code of conduct and email to say agree it	Oct 22		Reminder at Nov FGB
Govs	Read case study - data	Oct 22	complete	
Govs	Read KCSiE and email to say done it	Oct 22		Reminder at Nov FGB
LW	Send training links	Oct 22	complete	
LW	Send parent gov process	Oct 22	complete	
SM	Do arrangements to appoint parent governor	Oct 22	complete	
Govs	Review policies and make comments	Oct 22	complete	
LW	Scheme of delegation – agenda item at next meeting	Nov 22		
SM	Share copy of SB's presentation with governors	Nov 22		
SM	Check if EYFS report had been added to the website.	Nov 22		
SM/ JR	The board agreed the need to review how governors can see examples of things in virtual meetings	Nov 22		
SM	Provide SCR update at future FGB	Nov 22		