

## LAWNS PARK PRIMARY SCHOOL GOVERNING BOARD

Minutes of the meeting held on **22 January 2024 at 6.00pm.**

**PRESENT** Donna Kellet (Chair) Simon Chapman (Headteacher)  
Mark Curran Jillian Ellis  
Paul Harrison Darren Porritt  
Neil Shackleton

**IN ATTENDANCE:** Shanna Madden (Clerk – Governor Support Service)

<b>1.00</b>	<b>APOLOGIES FOR ABSENCE</b>	<b>ACTION</b>
1.01	Apologies had been received and accepted from C. Parkin and A. McCluskey.	
1.02	A. Blackburn did not attend and did not send any apologies.	
<b>2.00</b>	<b>MEMBERSHIP MATTERS</b>	
2.01	The Chair announced that K. Greenhalf had stepped down from the governing board. This meant that there was an additional parent governor vacancy.	
2.02	The board discussed difficulties with recruiting new governors, especially co-opted ones. The Chair suggested moving to be a co-opted governor to have two parent governor vacancies, which could be easier to fill.	
2.03	The Headteacher said he would put another advert out to parents, however noted that the previous one did not get a lot of interest. It was suggested that the board targets specific people who might be likely to join.	Head
2.04	A governor suggested going to the Parent Teacher Association (PTA) to recruit governors.	
2.05	The Chair reminded the board that there needed to be a good balance of governors and to not be too parent governor heavy.	
2.06	It was agreed that M. Curran would remain as governor until November 2024. The Clerk agreed to amend Leeds for Learning to reflect this.	Clerk
<b>3.00</b>	<b>DECLARATION OF INTERESTS</b>	
3.01	There were no new declarations of interests.	
<b>4.00</b>	<b>QUESTIONS ABOUT THE HEADTEACHER'S REPORT</b>	
4.01	The Chair recognised that this was the Headteacher's first report at the school. The Headteacher said that he had tried to format the report to be as inclusive as possible, but that there may still be	

	information missing which he would try to fill in if governors had any questions.	
4.02	A governor suggested that there should be a section on any upcoming staff changes in the report since it had been useful in the previous Headteacher's reports. The Headteacher agreed to add this in next time and confirmed that there had been no staff changes in the previous term.	
4.03	<p><b>Q</b> – It says in the report that you did not want to overdo teacher monitoring in your first term; how do you know their teaching is going well without this?</p> <p><b>A</b> – While I have not been observing classes too much, I have done some floating observations to take in the learning environment and class behaviours, etc. This is on a low-key basis, and I have done it over a number of weeks. The Deputy Headteacher (DHT) has been doing the same and we have discussed what we have seen together.</p>	
4.04	A governor mentioned the uniqueness of the Headteacher's position as being new to the school, meaning that he can be quite objective in his observations. The Headteacher agreed and said it had been very useful and beneficial.	
4.05	<p><b>Q</b> – The report mentions some changes made in the autumn term, what are they?</p> <p><b>A</b> – This was referring to things that have been done differently that parents may have picked up on. Events such as the Christmas Fair and Friends of Lawns Park have been done slightly differently than usual. There were also some changes to how parents' evenings work. I do not know how they used to be structured, however it is now in a more open format to be more fluid, as well as questionnaires being handed out. These have not been direct changes, but smaller ones which naturally come with a change in leadership. All feedback so far has been positive.</p>	
4.06	<p><b>Q</b> – What has been the impact of these changes?</p> <p><b>A</b> – We hope to get a clearer understanding of how parents feel about the changes when we hand out another questionnaire at the spring parents evening. We would like to ask them to suggest other changes that might be useful for the school. There may have been some things change without me knowing, however I do not know how things looked before so I may not have noticed. Direct changes, such as ones to the curriculum, we will not be able to get feedback on for some time as these happen across the year.</p>	
4.07	A governor agreed that it would be interesting to know how people around the school feel about the changes. A staff governor mentioned that the changes have been positive and that a welfare check for staff would be done to confirm that staff are happy.	

4.08	<p><b>Q</b> – Did the initial surveys have any feedback?</p> <p><b>A</b> – Yes, and it was quite specific. They requested that the breakfast club be expanded to allow for more places, looking at costings for it, creating holiday clubs, etc. These are all things I had been looking into the logistics of anyway, especially creating more afterschool clubs. It is challenging because we have to ask staff for more commitment, but at the moment we are keeping the numbers as they are. I have also been looking into recruiting external agencies to hold clubs. The survey had an ‘out of 10’ scale and it showed an overwhelmingly positive view of the school.</p>	
4.09	A governor mentioned that one of the problems with afterschool clubs is having enough space to hold them, such as sports-based ones which would need to move inside if it rained. The Headteacher agreed but said that there were plenty of options for clubs which can be both indoor and outdoor. The Headteacher explained that he had started a ‘taskmaster’ club to model what he would like to see more of in the school.	
4.10.1	<p><b>Q</b> – The report suggests making changes to the overall school vision, values, and ethos; do you know what you would like it to look like instead?</p> <p><b>A</b> – I would like to speak to all stakeholders in the school and get their ideas of where they would like to see the school in the future. The current motto ‘LPPS leads to success’ does not really drive the children even though they understand what the ethos is. I would like to take all the feedback and then combine it into a singular vision. I would also like to tie in the school teams, i.e. having four keys aspects of learning being the names of the teams and then these can be the values the school stands by. This cannot be fully pinned down until all the feedback comes in. We could also create a house point style where we can tie in these values too.</p>	
4.10.2	<p><b>Q</b> – When would this be put together?</p> <p><b>A</b> – In the spring term, I would like to pull all the ideas together, and then these would be launched in the summer term when we can incorporate outdoor events that families can be a part of. That way, when the new academic year starts, staff and pupils will already have an understanding of the new values.</p>	
4.11.1	<p><b>Q</b> – In reference to ‘Little Wandle’ and suggested changes to teaching phonics, what have these changes looked like?</p> <p><b>A</b> – The ‘school hub’ has supported the delivery of phonics in the school, and they had come in to do some observations. Currently, phonics is taught in class groups, but this is not the same as some other schools. Some schools teach through reading ability groups, and they mix up the classes to do this. This means that there can be one teacher running a specific group ability rather a whole class. The Hub’s feedback was about making the delivery of phonics more</p>	

	<p>efficient and streamlined. I have spoken with Katie ____, Paul ____, and Lyndsey Dean (the Early Years and Phonics Lead). They have all agreed that the current system means that children cannot participate as much as they might be able to in smaller groups.</p>	
4.11.2	<p>A governor mentioned how the idea of breaking up classes had been discussed previously and the Headteacher explained that that situation was when a pupil was struggling further up the school. However, the same principle could be applied in other teaching areas. The Headteacher said that it would take a lot of management around the school and would be very dependent on where the children were at in terms of learning abilities.</p>	
4.11.3	<p><b>Q</b> – Have you seen this work previously?  <b>A</b> – Yes. The current Year 6's do it already since they have three adults, but staff will need to feel confident enough to expand it further. It may also be possible that some classes may not need this model and will stay with the current system. As long as the main teacher still has input on all the teaching, it will make learning more efficient.</p>	
4.12	<p><b>Q</b> – What have the findings been with the external moderation?  <b>A</b> – The findings were accurate with how the children were assessed. Some staff were comparing their pupils' books with those from other school, saying that their handwriting was better for example, but the overall standards are the same. By looking at other schools, teachers were also able to get some new ideas for how their teaching could be done. Around 10-12 schools attended. The overall feedback was that it was very useful. There will be another session in the spring term.</p>	
4.13	<p><b>Q</b> – Did some of the schools have scores that Lawns Park are aspiring for?  <b>A</b> – Yes, there were some schools with bigger cohorts that scored higher. We plan to work alongside them going forward.</p>	
4.14	<p><b>Q</b> – How are the 100-day Plans going?  <b>A</b> – One cycle of them was completed at the end of the last term. I brought these ideas to the Senior Leadership Team (SLT) when I first joined the school in order to create some direct and purposeful changes in targeted areas of the school. I asked them to look into it and try it out in their own way. There were four 100-day Plans running within the first two weeks of the academic year and they ran until approximately Thursday 14 December 2023. I asked the SLT to fill in a feedback sheet at the end. My 100-day Plan was centred on the curriculum; I looked into the structure and staff knowledge. I conducted a full day of curriculum training, had meetings with staff, and the Local Authority (LA) visited for Subject Leadership. I was able to breakdown the Spring 1 content into areas of learning, signed off all areas of the curriculum, and made sure every year</p>	

	<p>group in every subject knows what the end goals are. I have started to do the same for the Spring 2 curriculum. S. Stone (SLT) was focused on writing, specifically 'working towards' and 'expected standard' levels. There was a prioritisation on grammar as this has been identified as an area for improvement. Grammar training for staff was held as well as some individual work done with teachers (such as book scrutiny's). There will be more observations in this area during this half term. I. Brown (SLT) focused on maths, specifically for greater depth pupils. Overall maths scores higher than reading or writing, but this is not the same for greater depth. Staff received some training on how to better support greater depth students; it has been highly successful and can be seen in the data already. L. Dean (DHT) has been working on learning environments around the school. Lots of discussion has been had on how we can improve the displays such as giving staff more ownership of what they can look like. The plan has been extended into this term. I am thrilled that they all had a go at the 100-day Plans, and that they felt that they were able to concentrate on outcomes as well as making a difference to the school.</p>	
4.15.1	<p><b>Q</b> – The attendance is at 92.2%, which is the lowest it has been since 2017, do you know if these absences are authorised or not? What is the school's strategy to improve this?</p> <p><b>A</b> – A large amount of this was due to a virus which was spread before the Christmas break, rather than it being unauthorised, and it happened at many schools in the area. This coincided with the performance management in the previous term. Year 3 has had particularly low attendance, with one week having less than 50% of pupils in school. Lots of staff had to take sick leave as well. We resorted to some COVID measures during this time such as having hand sanitiser in every classroom and making the children use it before eating. I understand that this will impact the data, but the national attendance levels are 94.3% which shows it is not just Lawns Park that has had low levels of attendance. In terms of targeting persistent absences, this must be managed on a case-by-case basis. All families with attendance lower than 90% have had meetings to try and understand why it is happening, and it has mostly been down to time management. By developing plans with these families, we have seen some improvements. However, some only improve for a short window before reverting to previous ways. This is a real challenge as it is difficult to find a way which works for both the school and the families, and in some cases it does not work to offer to collect the child from home. There is a high chance of the child responding negatively which only creates further problems with their relationship with school. Currently, I get a full breakdown of attendance every day, I will contact the families of those who are not in, and if a member of staff can go and pick up the pupil they do. In some cases, it is necessary to get other agencies involved and take it from there.</p>	
4.15.2		

4.15.3	A governor mentioned a concern regarding the impact of the lack of attendance on the whole class.	
4.15.4	<p>A staff governor said that rewarding attendance has been beneficial for the pupils. The Headteacher agreed but added that attendance is easy if the school can go and collect the pupils but that it is not always possible.</p> <p>The Headteacher mentioned that there was an attendance support worker within the cluster, and that they had offered to support the school.</p>	
4.16	It was agreed that the Headteacher would send an attendance data reflection to all governors.	<b>Head</b>
4.17	The governors then discussed the attainment data which had been circulated prior to the meeting.	
4.18	<p><b>Q</b> – Year 2's attainment looks like it has gone back from Autumn 1 to Autumn 2, why is that?</p> <p><b>A</b> – I have spoken to the Year 2 teacher to try and understand why this has happened and he believes he has been over cautious. It is the first time he has worked in Year 2 after working in a higher year group for some time. The students did a paper assessment in Autumn 1 and a personal assessment in Autumn 2 as the teacher did not fully trust the results from the paper assessment. This year group used to sit SATs, and he explained that his expectations may have been higher due to him having taught higher year groups previously. I will assist with the next assessment markings for this class.</p>	
4.19	A governor noted that the maths greater depth results had increased. The Headteacher agreed and noted that the training in this area had been beneficial.	
4.20	<p><b>Q</b> – The boys in Year 4 seem to have done a lot better than the girls, is this a coincidence?</p> <p><b>A</b> – I do not have an answer for that specifically, it seems to be a trend from the previous data. It may be due to the make up of that class, or boys may just be higher attainers in this area. This may not impact the overall outcomes of learning. Girls in this year group have been particularly behaviourally challenging, but there is no reason that this should impact the outcomes.</p>	
4.21	<p><b>Q</b> – What do the colours on the data represent?</p> <p><b>A</b> – The colours are based on percentage; red is below 50%, orange is for between 50-60%, and green is for 70% and above.</p>	
4.22	The Headteacher agreed to put the overall national data averages into the next data set. Governors discussed the impact of targets	



	Teaching and Learning (T&L) committee on Wednesday 24 April 2024.	<b>Committee</b>
7.04	<b>Membership Matters (minute 2.11 refers):</b> Action closed; J. Ellis had finished shadowing M. Curran.	
7.05	<b>Declaration of Interests (minute 3.03 refers):</b> Action closed; K. Greenhalf had resigned from the board.	
7.06	<b>Confirmation of Code of Conduct (minute 5.03 refers):</b> Action closed; K. Greenhalf had resigned from the board.	
7.07	<b>Confirm Committees and Committee Membership (minute 8.02 refers):</b> Action closed; the Chair had emailed governors with the list of responsibilities and committee membership.	
7.08	<b>Arrangements for the Performance Management of the Headteacher (minute 11.02 refers):</b> Action closed; the meeting had taken place.	
7.09	<b>Review Actions and Matters Arising (minute 13.01 refers):</b> Action closed; C. Parkin had attended the governor induction session.	
7.10	<b>Review Actions and Matters Arising (minute 13.04 refers):</b> Action closed; the discussion of dates for governor feedback to staff was no longer necessary.	
7.11	<b>Review Actions and Matters Arising (minute 13.05 refers):</b> This action remained outstanding; P. Harrison agreed to recreate S. Ghatora's templates himself.	
7.12	<b>Review Actions and Matters Arising (minute 13.06 refers):</b> This action remained outstanding; the discussion of the yearly safeguarding audit was deferred to the Welfare Committee.	<b>Welfare Committee</b>
7.13	<b>Present Unvalidated End of Year Results (minute 14.03 refers):</b> Action closed; the Headteachers report had been discussed in this meeting.	
7.14	<b>Present Unvalidated End of Year Results (minute 14.16 refers):</b> Action closed; the Headteacher had discussed the outcomes of the 100-day Plans at this meeting.	
7.15	<b>Present Unvalidated End of Year Results (minute 14.17 refers):</b> Action closed; the attendance data had been shared with governors and was discussed at the previous Welfare Committee meeting.	
7.16	<b>Questions about the Headteacher's Report (minute 16.01 refers):</b> Action closed; the Headteachers report had been discussed	



	in this meeting.	
7.17	<b>Committee Reports (minute 17.02 refers):</b> Action closed; policies had been reviewed at the previous Resources (R) Committee meeting.	
7.18	<b>Committee Reports (minute 17.03 refers):</b> This action remained outstanding; the Headteacher would provide an updated Medical Conditions Policy at the next R Committee meeting.	
7.19	<b>Safeguarding (minute 18.02 refers):</b> This action remained outstanding; the Chair agreed to contact S Miles about being the new Designated Safeguarding Lead.	<b>Chair</b>
7.20	<b>Keeping Children Safe in Education Guidance Document (minute 18.04 refers):</b> Action closed; Governors had confirmed that they had received this document.	
7.21	<b>Policy Approval (minute 19.01 refers):</b> Action closed; the Teacher Pay Policy was approved at the previous R Committee meeting.	
7.22	<b>Policy Approval (minute 19.02 refers):</b> Action closed; the Complaints Policy was approved at the previous R Committee meeting.	
7.23	<b>Governor Development (minute 20.02 refers):</b> This action remained outstanding; the Chair had not heard from A. McCluskey on whether he had attended the LA governor induction training.	<b>A. McCluskey</b>
7.24	<b>Governor Development (minute 20.03 refers):</b> This action remained ongoing; the Chair was yet to send the Headteacher the Governing Board Action Plan.	<b>Chair</b>
7.25	<b>Date and Time of Next Meeting (minute 23.03 refers):</b> Action closed; the T&L committee meeting for November 2023 had happened.	
7.26	<b>Date and Time of Next Meeting (minute 23.03 refers):</b> Action closed; the Welfare Committee meeting for November 2023 had happened.	
<b>8.00</b>	<b>COMMITTEE REPORTS</b>	
8.01.1	The board discussed the statutory requirements for the R. committee and the following points were made: <ul style="list-style-type: none"> <li>• The school's financial value standard approval and submission was deferred to the next R. committee meeting.</li> </ul>	R. Committee
8.01.2	<ul style="list-style-type: none"> <li>• The report from the annual inspection of the premises had been received.</li> <li>• The approval of the Data Protection Policy, Freedom of</li> </ul>	R. Committee

	Information Policy, and the Whistleblowing Policy was deferred to the next R. committee meeting.	
8.02	<p>The board discussed the statutory requirements for the Health and Wellbeing (H&amp;W) Committee and the following points were made:</p> <ul style="list-style-type: none"> <li>• The SEND provisions and SENCO qualifications would be reviewed at the next H&amp;W Committee meeting.</li> <li>• The school's food and milk standards would be reviewed at the next H&amp;W Committee meeting.</li> <li>• The stakeholder's feedback would be discussed at the next H&amp;W Committee meeting.</li> </ul>	H&W Committee
8.03	<p>The board discussed the statutory requirements of the Welfare (W) Committee, and the following point was made:</p> <ul style="list-style-type: none"> <li>• That the early years provision meets statutory requirements would be discussed at the next W Committee meeting.</li> </ul>	W. Committee
<b>9.00</b>	<b>SAFEGUARDING/CHILD PROTECTION</b>	
9.01	The board agreed that a sufficient update had been given in the Headteacher's report.	
9.02	<p><b>Q</b> – Were the 30 safeguarding incidents of serious natures?  <b>A</b> – One or two required some intervention over the Autumn term, and we needed some support from external agencies. Others were reported through the CPOMs system and were not as severe.</p>	
9.03	The meaning of a safeguarding incident was clarified to governors, and it was explained that everything reported had to be recorded properly and appropriately.	
<b>10.00</b>	<b>POLICY APPROVAL</b>	
10.01	All the SEND policies were deferred to the H&W committee.	H&W Committee
<b>11.00</b>	<b>REVIEW OF INFORMATION ON THE SCHOOL WEBSITE</b>	
11.01	N. Shackleton agreed to review the school's website.	N. Shackleton
<b>12.00</b>	<b>GOVERNOR DEVELOPMENT</b>	
12.01	<p>The Board discussed the need for a new training governor since the previous had resigned.</p> <p><b>Resolved:</b></p> <ul style="list-style-type: none"> <li>• That the Chair would continue in this position until the end of the school year.</li> </ul>	
<b>13.00</b>	<b>GOVERNOR OVERSIGN OF SATS PROCESS</b>	
13.02	Governors were asked if they would volunteer to oversee the SATs process. The Headteacher confirmed that this would occur on the week of Monday 13 May 2024.	

	<b>Resolved:</b> <ul style="list-style-type: none"> <li>That P. Harrison would oversee the SATs process.</li> </ul>	
<b>14.00</b>	<b>ANY OTHER URGENT BUSINESS</b>	
14.01	N. Shackleton announced that Greggs had offered to fund the school's breakfast club. This would decrease the costs for parents and the school. The Headteacher thanked N. Shackleton for sorting the agreement. N. Shackleton explained that Greggs also offer a white goods and beds scheme which offers parents more support if needed. There would be opportunities to expand this agreement and reduce costs elsewhere too.	
14.02	The Headteacher said that the safeguarding audit would be taking place on Friday 2 February. N. Shackleton agreed to attend.	
<b>15.00</b>	<b>DATE AND TIME OF THE NEXT MEETING</b>	
	The next meeting of the full governing board would be held at school on _____.	

The Chair closed the meeting at 7.55pm.