

LAWNS PARK PRIMARY SCHOOL GOVERNING BOARD

Minutes of the full governing body meeting held on **Monday 20 May 2024 at 6.00pm.**

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| PRESENT | Donna Kellet (Chair) | Simon Chapman (Headteacher) |
| | Jillian Ellis | Paul Harrison |
| | Darren Porritt | Neil Shackleton |
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IN ATTENDANCE: Lyndsey Dean (Deputy Headteacher)
Shanna Madden (Clerk – Governor Support Service)
Michael Pickering (Observer)

| 1.00 | APOLOGIES FOR ABSENCE | ACTION |
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| 1.01 | Apologies had been received and accepted from M. Curran and A. McCluskey. | |
| 1.02 | A. Blackburn and C. Parkin did not attend this meeting and did not send apologies. | |
| 2.00 | MEMBERSHIP MATTERS | |
| 2.01 | D. Kellet and N. Shackleton agreed to become co-opted governors at the previous full governing body (FGB) meeting and the Clerk agreed to change this on Leeds for Learning. This meant that there were two parent governor vacancies. | Clerk |
| 2.02 | The Chair mentioned that M. Curran was likely to be stepping down from his governor role, but this would be picked up at the next FGB meeting. | FGB Agenda |
| 2.03 | The Chair stated that she would like to step down at the end of her term in November, however if no one else volunteered to become the Chair then she would stay on. | |
| 2.04 | M. Pickering was observing this meeting as a potential parent governor. | |
| 3.00 | DECLARATION OF INTERESTS | |
| 3.03 | There were no new declarations of interest. | |
| 4.00 | QUESTIONS ABOUT THE HEADTEACHER'S REPORT | |
| 4.01 | Q – There have been a few decreases in attainment level in Year Five and Year Two, are there any specific reasons for this? A – The Year Five cohort has been quite challenging. When they joined the school in Key Stage One (KS1) they had significantly lower attainment at 30% overall. They were achieving 40% in reading and writing, and 60% in maths. Many of them are working below age related marks, a number of them are following a Year | |

Four curriculum and some are following a Year Two one. We have plans in place to manage this in the next academic year. We will be keeping the current Year Six team in place, plus an additional adult who will act as a Social, Emotional and Mental Health (SEMH) support. It is hoped that this will mean that other staff can focus on the pupils who need more academic support. This change will mean we will need to recruit for another teacher in Key Stage Two (KS2). It will also allow the Deputy Headteacher (DHT) to be released from their role in Early Years (EYs) to focus on the overall school and prioritise improvement. The Year Five pupils are behind, and their low starting point needs to be accounted for, but we are working on getting their attainment as high as possible. The Year Six are skilled at improving results but the data will drop compared to the current Year Six cohort. We are hoping that this year's data will be strong as we go into an Ofsted year.

- 4.02 A governor confirmed that this was discussed in detail at the last Teaching and Learning (T&L) committee meeting.
- 4.03 The Headteacher (HT) added that the writing results in Year Two had decreased, but having spoken to the class teacher, it was believed that the mid-year assessment markings were too harsh. This was their first year working in Year Two, but they were confident that they were reaching the national average marks.
- 4.04 The DHT mentioned that a higher attaining pupil had left that cohort and a lower attaining pupil had recently joined. This pupil was improving; however, it had impacted the data.
- 4.05 **Q** – The maths Greater Depth (GD) score is positive overall; however, it is not as strong in the lower end of the school. Is this related to attendance in those year groups?
A – Yes. For Year One, GD takes a period of time to assess because the depth of their knowledge needs time to build up. When the children go up the school, some children fall into this category more easily than others, but it can take some time to show in the assessment data.
- 4.06 **Q** – Is the GD level adjusted because of that?
A – No, we do not expect it to be lower, but statistically it ends up lower across the country. It can sometimes be about the journey from Year One to Year Two, there is a lot to take in in those years, so it takes time to see the progression. The KS2 assessments for GD are much more defined.
- 4.07 **Q** – Is there a way to prove to Ofsted that we are trying to move those children into GD? This was a focus of their previous report.
A – (DHT) In previous years, we may have targeted a small proportion of students who were likely to achieve this to push them into GD. However, the new HT's perspective is that if a child is

achieving their expected grades, then there is a high chance that they can achieve GD, therefore we are focusing on more children.

- 4.08 The HT added that in order to identify those students, there were assessments each term, and this ensured that no student fell behind either.
- 4.09 **Q** – Is attendance in EYs a concern? Is it the same pupils who do not attend?
A – (DHT) Yes, it is the same children and families. We are constantly trying to do more to bring them in but until they are five, there is not much that the school can do from a legal perspective. One family's attendance is below 20%. The school does fortnightly visits for welfare and safeguarding, and we have offered lots of other support. We also highlight the importance of attendance at parent's evenings. It is sad to see the low levels of attendance because EYs is a critical time in a child's development.
- 4.10 The HT added that it was interesting to see the difference in the data between Pupil Premium (PP) students and non-PP. Attendance for PP students was at 92% but nationally it was 60%. There had been conversations amongst the Senior Leadership Team (SLT) and the Cluster Lead where it was agreed that there needed to be a whole culture shift towards attending school because targeting students was not working. It was a national issue.
- 4.11 Governors discussed the impact of the COVID-19 Pandemic on attendance. The DHT added that lateness was also an issue across the school.
- 4.12 The HT explained that on the parent questionnaire, one of the questions had been on whether they believed their child's development was important and not one response had said it was not. This was a significant challenge that would take a while to solve, and the school would need to work on ways to discuss and promote attendance.
- 4.13 A governor mentioned that some high schools offered rewards for pupils with high attendance and that Lawns Park might be able to use a similar technique. The HT clarified that often, primary school children were more dependent on their families to attend and be on time.
- 4.14 **Q** – Has this Cluster Lead only started recently? Have they had any new ideas for the school?
A – They have been a Cluster Lead for a few years now, but we have recently approached them for support on attendance specifically. They were in the middle of developing a new scheme to improve attendance, so we have asked to be involved in that development. We will be introducing this new and bespoke

programme to the school.

- 4.15 The DHT explained that the scheme would analyse the social demographics and barriers, etc. There were ways in which those things could be worked on and improved. The Cluster Lead was very knowledgeable, and it was exciting that the school was involved in this new development. A questionnaire on the new scheme had been sent to staff to promote awareness of the project.
- 4.16 **Q** – Are we able to see a preview of the relaunch of school values?
A – Not yet. The students have not finished their role in this. The parental vocabulary has gone to the school council to discuss and develop the language that will be used.
- 4.17 **Q** – Where is the school at compared to what the previous Ofsted inspection targets were?
A – We are in a good position for our curriculum development. This has become more consistent, and staff have a better understanding of where this will be heading. Once the first half of the autumn term begins, we will have completed a full cycle of planning for every year group, so after that we can start to layer on top of this. It is a complete shift compared to where the school used to be. We have stripped the curriculum back to fully understand its purpose and the methods, etc. The next focus will be on developing knowledge retrieval.
- 4.18 The DHT added that pupils being able to make links back to previous learning was important for the assessment process. This would continue to be developed and streamlined.
- 4.19 The Chair mentioned that this was identified at one of the recent NOVACs (Notice of Visit and Contacts). The HT and DHT clarified that there was a much more streamlined approach for teacher expectations and increased ownership of the lesson planning which would continue to lead to improvements across the school.
- 4.20 **Q** – Why did we choose art and design technology (DT) as focuses for the recent NOVACs?
A – We chose to focus on those subjects because it was what staff members had said they were least confident in delivering. Children were asked about those classes at the start of the academic year, and they unfortunately said that they did not do those lessons but could remember doing them during the foundation stage. They were aware that the teachers did not like the mess that was created from those lessons. I believe it was more so that they did not know how to teach them, so it was not made a focus. The students also mentioned that they loved the idea of doing more creative lessons. The Art Lead has been supporting staff with the planning of these lessons, making the structure and content clear, and this has helped with their confidence. After Christmas, teachers were given the

opportunity to plan their own art and DT lessons. The reasons for the NOVACs were to check against the expectations and to understand what else needed to be improved. Most other subjects are delivered well.

4.21 The DHT added that another Pupil Voice survey since then had found a complete shift in the attitudes towards art and DT lessons. The school would also be embarking on a cross-curriculum approach to the more creative tools.

4.22 **Q** – Has this been more helpful for the less academically included children?

A – We are seeing certain children shine in ways we had not seen previously. It has also been important to mental health and is a vital outlet for the students.

4.23 **Q** – Is the number of safeguarding incidents normal?

A – It is slightly lower than it was at the last FGB meeting.

4.24 **Q** – How has the progress been with addressing the safeguarding audit?

A – The safeguarding team, office staff, and SLT have been working through the recommendations. The next big step is about providing evidence of these changes which will be useful during the next inspection. This includes ensuring all training is up to date, records are in order, that there are weekly safeguarding and supervision meetings, etc.

4.25 The Chair stated that the annual safeguarding audit for governors needed to be arranged. It was agreed that this would be done on Thursday 6 June 2024 before the local authority (LA) auditors returned on Wednesday 19 June 2024.

4.26 The HT added that the safeguarding report had highlighted the areas of training that needed developing and that he had received a phone call from the LA to say that they had £9,000 that would fund this. Governors agreed that this was positive news.

5.00 **GOVERNOR MONITORING OF SCHOOL IMPROVEMENT PRIORITIES**

5.01 Governors agreed that this had been thoroughly discussed during the HT's report.

5.02 The HT clarified that he had not yet updated the self-evaluation form (SEF).

6.00 **MINUTES OF THE LAST MEETING**

6.01 **Resolved:**

- That the minutes of the meeting held on Monday 22 January

2024 were agreed as a correct record and the Chair was authorised to sign them.

7.00 REVIEW ACTIONS AND MATTERS ARISING

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| 7.01 | Membership Matters (minute 2.03 refers): This action remained outstanding; the Chair explained that there were more parent vacancies to fill so this action was ongoing. | Chair / HT |
| 7.02 | Membership Matters (minute 2.06 refers): Action closed; the Clerk had amended the details of M. Curran's term on Leeds for Learning. | |
| 7.03 | Questions about the HT's Report (minute 4.16 refers): Action closed; the HT confirmed that the attendance data reflection had been emailed to all governors. | |
| 7.04 | Review Actions and Matters Arising (minute 7.03.4 refers): This action remained outstanding; it was agreed that a governor's skills audit needed completing once the new parent governors were recruited. | HT / Chair |
| 7.05 | Review Actions and Matters Arising (minute 7.03.5 refers): Action closed; governors had discussed the skills audit at the previous Teaching and Learning (T&L) Committee meeting. | |
| 7.06 | Review Actions and Matters Arising (minute 7.12 refers): Action closed; the Welfare Committee had discussed the annual safeguarding audit at their last meeting. | |
| 7.07 | Review Actions and Matters Arising (minute 7.19 refers): Action closed; S. Miles had been contacted by the Chair about becoming the new Designated Safeguarding Lead. | |
| 7.08 | Review Actions and Matters Arising (minute 7.23 refers): This action remained outstanding; the Chair agreed to chase A. McCluskey about whether he had attended the LA governor induction training. | Chair |
| 7.09 | Review Actions and Matters Arising (minute 7.24 refers): Action closed; the Chair had sent the HT a copy of the Governing Board Action Plan. | |
| 7.10 | Committee Reports (minute 8.01.1 refers): This action remained outstanding; the Resources (R) Committee had not yet discussed the school's financial value standard. | R. Committee |
| 7.11 | Committee Reports (minute 8.01.2 refers): This action remained outstanding; the Resources (R) Committee had not yet discussed or approved the Data Protection Policy or the Whistleblowing Policy. | R. Committee |

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| 7.12 | Committee Reports (minute 8.02 refers): This action remained outstanding; the Special Educational Needs and Disabilities (SEND) provision and the Special Educational Needs Coordinator's (SENCo) qualifications needed to be reviewed at the next Health and Wellbeing (H&W) Committee meeting. | H&W Committee |
| 7.13 | Committee Reports (minute 8.03 refers): This action remained outstanding; it was agreed that the Early Years (EYs) provision would be discussed at the next Welfare (W) Committee meeting. | W. Committee |
| 7.14 | Policy Approval (minute 10.01 refers): This action remained outstanding; the SEND policies would be discussed at the next H&W Committee meeting. | H&W Committee |
| 7.15 | Review of Information on the School Website (minute 11.01 refers): This action remained outstanding; N. Shackleton agreed to complete this review before the next FGB meeting. | N. Shackleton |
| 7.16 | The Chair noted that the minutes from the last FGB meeting needed to be uploaded to the school's website. | |
| 8.00 | COMMITTEE REPORTS | |
| 8.01 | The reports from the latest committee meetings had not yet been circulated to all governors for review. This would be done at the next FGB meeting. | FGB Agenda |
| 8.02 | The R Committee Chair confirmed that the following statutory requirements had been met: <ul style="list-style-type: none"> • That the Health and Safety Policy had been approved. • That the Charging and Remissions Policy had been approved. • That the mid-year performance management for teachers had been completed. | |
| 8.03 | The R Committee had not discussed or approved the budget as the budget setting meeting had not yet taken place. This would be completed at the next R Committee meeting. | R. Committee |
| 8.04 | The H&W Committee Chair confirmed that the following statutory requirements had been met: <ul style="list-style-type: none"> • That the annual safeguarding self-assessment had been completed. | |
| 8.05 | The H&W committee had not yet discussed whether the school met equalities requirements. This would be done at the next meeting. | H&W Committee |
| 8.06 | The W Committee Chair confirmed that the following statutory requirements had been met: <ul style="list-style-type: none"> • That the school was going to provide annual reports to parents. | |

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| 9.00 | REPORT OF BUDGET FOR 2024-2025 OR BUDGET APPROVAL | |
| 9.01 | This item was deferred to the R Committee. | R. Committee |
| 10.00 | SAFEGUARDING UPDATE AND APPROVE ANNUAL RETURN | |
| 10.01 | It was agreed that this item had been discussed at length during item four. | |
| 11.00 | POLICY APPROVAL | |
| 11.01 | The Chair explained that the Staff Disciplinary Policy, the Staff Grievance Policy, and the Staff Code of Conduct were usually deferred to committees for approval. The HT confirmed that these policies had been sent to governors in advance of this meeting. Governors confirmed that they had reviewed these and had no concerns. It was agreed that these would be reviewed at the committee meetings. | Committee Agendas |
| 12.00 | EVALUATION OF GOVERNING BOARD EFFECTIVENESS | |
| 12.01 | The Chair agreed that this would need to be considered but that this was typically done at a separate meeting. It was agreed that this meeting would be scheduled, and this item would be brought to the next FGB meeting. | Chair / FGB Agenda |
| 13.00 | GOVERNOR DEVELOPMENT AND SUCCESSION PLANNING | |
| 13.01 | The Chair explained to the observing potential parent governor that there was governor induction training available, if he decided to join the board. | |
| 14.00 | CHAIR'S BUSINESS | |
| 14.01 | The Chair had no additional business to discuss. | |
| 15.00 | ANY OTHER URGENT BUSINESS | |
| 15.01 | A governor noted that the latest committee meeting minutes needed to be circulated. The HT agreed to do this. | HT |
| 16.00 | DATE AND TIME OF THE NEXT MEETING | |
| 16.01 | The next meeting of the full governing board would be agreed outside of this meeting and the dates would be emailed to the clerk. | Chair / HT |

The Chair closed the meeting at 7.00pm.