



Alma Park Primary School
Full Governing Body Meeting
4:30p.m. Thursday 13th December 2022
Achievement Partnership Success
Minutes

Present

Afshan Ahmed	Parent Governor
David Cooke	LA Governor – Vice Chair
Grace Dobson-Hughes	Co-opted Governor
Fran Jones	Co-opted Governor
Khadija Kalsoom	Parent Governor
Hannah McHugh	Parent Governor (<i>from 17.30</i>)
Steve Parkinson	Parent Governor
Sameed Rezayan	Co-opted Governor
Richard Williams	Headteacher
<i>Vacancy</i>	<i>Co-opted Governor</i>
<i>Vacancy</i>	<i>Co-opted Governor</i>

Apologies:

Michael Coates	Co-opted Governor
Sam Howell	Staff Governor

In attendance:

Kathy Crotty	Clerk
Kathy Hughes	Deputy Headteacher
Steve Mason	Maths Lead
Emma Mrozek	PSHE Lead

The meeting was quorate

Any text in red bold italics represents Governor question (Q); challenge (C); Governor and/or clerk support (S). Black bold upright represents decisions and actions.

1. Welcome & Introductions

David Cooke chaired this meeting in the absence of the chair Michael Coates. All governors introduced themselves to the new parent Governor, Steve Parkinson, who was welcomed to this first meeting.

2. Apologies for Absence

Apologies for absence were received and accepted from Michael Coates and Sam Howell.

3. Declarations of Non/Pecuniary Interest

Khadija Kalsoom and Fran Wood each have one child in the school. Afshan Ahmed and Steve Parkinson each have two children in the school.

Hannah McHugh works for a company that provides Educational Psychology services.

4. Items of any other business

There were no items of any other business.

5. Minutes of last meeting held 29th September 2022 & matters arising

The minutes of the meeting held 29th September 2022 were approved as an accurate record.

Matters Arising

C/F action: Headteacher to ask HR if an Adoption Policy is available. The document review section of TTG to be used to review and approve the Adoption Policy.

This is on today's agenda, item 20.

Action: Clerk to explore policy / procedure to reclaim CPD costs if a staff member leaves the school soon after training.

This has been actioned, an example of a training agreement was sent to the Headteacher 30.09.22 and uploaded onto TG.

Action: Clerk to contact Sameed Rezayan to ascertain confirmation of joining the SB&P Committee.

This has been actioned and Sameed has agreed to join the Staffing & Budget Committee.

Action: Clerk to send the link governor proforma.

Carry forward this action.

Action: All governors to access the The Key and inform the Headteacher if there are issues.

The Headteacher circulated a handout to all governors which explained how to set up on The Key.

Action: Clerk to share details of free online training courses in safeguarding.

This has been actioned.

Action: School to review the policy for accessing school funding for training. *(This links to the item exploring a training agreement)*

This is ongoing.

6. Quality of Education reports

The deep dive report on RE was deferred to the next meeting.

PSHE (Personal, social, health and economic education) Deep Dive report including the RSE (Relationship & Sex Education) - Emma Mrozek

The RSE is mainly taught in the summer term so the review of RSE was mainly about relationships.

Q: How will you ensure of consistency of marking?

This is a timing issue, and this will be addressed when assessments occur.

C: To what extent are the HI (hearing impaired) children integrated into the mainstream curriculum?

Emma has met with HI staff, there is much incidental PSHE occurring, and this depends on the ages of the children accessing the curriculum. The HI provision will be quality assured by the HI service. This is a resource provision within the school and will be part of the school Ofsted inspection. Sonia Schofield the school SSQA reports to the LA (local authority) Director of Education, and she understands the difficulties of the school in not line managing the staff even though the children are part of the Alma Park data. The expected progress is minus 10 to minus 15 which is impacting negatively on the Alma Park Yr6 data. The school data excluding these three children takes the school significantly above the national averages. The LA understands this issue. The PSHE lead is ensuring the staff understand the statutory obligations to deliver the curriculum.

Maths Deep Dive – Steve Mason

Steve Mason is a new co-ordinator for this subject, and he reported he has amended the action plan left by the previous post holder. He has looked at the long term plan for maths to ensure this is still fit for purpose. The school follows the long term plan of the White Rose scheme but not necessarily the White Rose day to day lessons, to ensure the interest of the children. Mylene Maguire has worked as a consultant supporting Steve Mason and Steve is visiting other schools to review good practice. He has led two staff meetings and there will be another monitoring occurring after half term.

C: How is art integrated into the maths curriculum?

There is shape work, but cross curricular links tend to be more with science and this is work in progress. The school is keen to teach each subject discretely as during the pandemic the children did not have access to all subjects. This subject approach is ensuring the full art curriculum is delivered, not just as it relates to other subjects.

Q: Is there much CPD training for teachers for art?

There is curriculum CPD and last year this was focused on the whole of the curriculum. Spring two CPD will focus on writing. Further CPD will focus on pedagogic developments led by Kathy Hughes who will support staff for four weeks. The focus was explained by the Headteacher.

C: Does the deep dive focus on quality of education issues or just consistency?

A deep dive can focus on both, Ofsted will look more at the curriculum and less on the data. The three I's (intent, implementation, and impact) are the issues Ofsted will inspect. They will ask subject leaders what is being provided for the children. Pupil Voice and Staff voice is also included in the deep dive.

Q: Governors noted the school is following White Rose scheme but not for day to day teaching, why is this?

The school is using the lesson outlines but not always the White Rose worksheets, staff found the worksheets did not lead to secure skills. White Rose are still developing their materials and this might be addressed. The workbook / worksheet route is felt to take away the teachers expertise. There are other good resources being used in the school. The 'book look' in week two will be followed by a staff meeting. White Rose provide an end of term assessment which would not give a true reflection. The staff are now clearer about the gaps in learning.

Q: Are you still using concrete apparatus learning resources?

Yes and abstract resources are still used, pictorial resources are being reviewed.

7. Term dates 2023/24

The term dates largely follow the pattern of MCC (Manchester City Council) term dates. The SLT (senior leadership team) have consulted with staff and there are some variations to the Christmas holidays. Previously governors have been concerned about staff wellbeing, so this time there was an option for Christmas to be later with a later return in January. Staff unanimously agreed that autumn term ends on 20th December 2023 and staff return on Monday 8th January 2024

C: Governors previously discussed how domestic abuse increases after Christmas so should there be a shorter holiday after the 25th December to safeguard children?

It was thought domestic violence increases over the festive period and not necessarily after Christmas.

C: How do you weigh up staff preferences with parents' wishes? Parents may wish the holiday to be earlier.

The Headteacher liaises with other Heads and is aware of term dates of some other high schools.

Q: Does the holiday club provision stop over the Christmas holidays?

Yes, but the school might be able to help with this. Governors reported MEA Central have provision open to the children but there might be more demand than provision.

Q: What happens with EID?

The first EID event is during the Easter holiday and the second is on Sunday 16th June 2024.

INSET

There will be three full days and six twilight sessions on the first Tuesday evening after each holiday. (Six half days). The INSET days are 4th & 5th September 2023 and 23rd, 24th, and 25th July 2024.

Governors formally approved the term dates and INSET days for 2023/24

8. Headteacher report including:

Attendance update – Pupils & Staff

The school has 59 or 60 children in every year group which is excellent given the declining birth rate. This reflects the support for the school in the community. Attendance is excellent and is above the Manchester average and the national average. This time last year the school was in line or above for attendance for every group (pupil premium; or EAL [English as an Additional Language]). Children want to attend school and there is good community engagement. Governors were informed the office staff undertake an excellent job in promoting good attendance.

Curriculum issues including ethos and vision

There is much work currently being undertaken on phonics. There was missing data on EYFS and phonics due to issues with O-track but this has now been addressed. The school is looking at a new provider for assessment tracking. Reception data is in line with national targets for GLD.

Q: When will you change from O-track?

The school will use O-track for one more year as the staff are coping with enough changes. The changed tracking system will be on the school development plan in 2023/24. The new system will track assessment decisions based on "point in time" which

identifies if a child is where they are expected to be. This is a more individualised approach and should meet the needs of the recording of assessments of most children, unlike O-track. SEND children are likely to be assessed using a different method of recording achievement steps which may be smaller than most children.

Governors were aware staff did not like this system.

C: Are children who are exceeding expectations still being challenged?

This will occur in lessons during quality first teaching, but this does not need to be recorded for all subjects.

Q: Governors asked for an explanation of the section of the Headteachers report labelled 2.4.

The Headteacher explained Yr2 and Yr6 are the statutory reporting groups and this section is the proportion of pupils on track to achieve the expected standard and GD (greater depth). This is the percentages of pupils categorised by SEND, boy/girl, and disadvantaged and non-disadvantaged. This is whole cohorts and the attainment for core subjects and the combined and this is compared to national averages.

Only 51% of Yr2 children are on track for reading, 5% GD, this is a poor cohort. The national average is 68% and 8% GD. The school target is below national averages, but this is realistic. The school is keen to not demotivate staff.

C: Governors noted the Yr2 baseline and boys targets is less than the girls, why is this? Why are the girls predictions greater than the boys.

Every individual child is assessed, and the targets reflect the individual. This cohort has four boys in the Zen Zone and there are new international arrivals. The link governor for writing had met with staff and reported staff are making writing more purposeful for boys and focusing on writing from experiences. The school is ensuring enrichment occurs via school trips to aid writing.

C: Is there a gender balance in extracurricular activities, (after school clubs)?

Action: HT to bring data to the next meeting of the gender pattern of engagement in the after school activities.

C: Is there any support from the LA to support schools with development issues arising from the pandemic?

The school is expected to meet children's needs from the school budgets.

Staffing Update including wellbeing

There are job adverts for two TAs and one of this will be an assistant SENDCO and this will be a TA4. This person will work with the current SENDCO, parents and Greater Manchester Poverty Action. GMPA is an invaluable resource in the school helping parents maximise entitlement to benefits. A TA4 is leaving the school along with a nursery TA and a lunchtime organiser who has worked at the school for 32 years, leaving due to relocation.

C: You are not replacing all staff who are leaving, how with this impact on children who need support?

There will be one TA re-purposed who will move into the Zen Zone maintaining the same staffing ratio. One child has made great progress and now requires less support. This decision also reflects budget pressures.

Q: Will you still provide intervention groups?

Intervention groups will still occur.

Q: Governors asked for an update on the reintroduction of reading mornings and assemblies.

Parents are now invited into school and parents have responded well to the invitations. Reading mornings were always popular. These reintroductions were from a request from Governors noted that children benefit from this parental engagement.

Premises Update

This is covered in the staffing and budget report and there were no questions.

Behaviour and Safety Update

There has been one health and safety accident requiring referral as this was an incident requiring a hospital appointment, the playground risk assessments were checked.

The school has had an issue relating to one incident of Yr6 children using a chat room and this deteriorated. There was undirected racist and homophobic language which upset a child. This involved 8 or 9 children, and the school did deal with this even though this occurred out of school time. The children completed reflection sheets, and this was a learning experience for them.

Q: *Is this a restorative approach?*

Yes, there was reflection and parents were supportive of school actions.

Q: *Did you follow up in assembly or class?*

The teacher followed up in class about discriminatory language.

Q: *If these incidents occur in school are they recorded anywhere and does this follow to secondary school?*

All behaviour incidents are recorded on CPOMS (child protection online monitoring system) and this is shared with high school. Professionals can determine isolated incidents and not serious incidents.

S: *Governors congratulated the staff for engaging with low level behaviour incidents.*

9. School Development Plan (SDP)

This links to agenda item 13. The report was shared in advance of the meeting.

Q: *Governors asked what would impact on raising the attainment of boys on writing?*

Writing comes from speaking and listening so there are more opportunities to verbalise learning and to link this to writing. The school has re-analysed the long term for genres ensuring a clear progression of units of work through the school. Specific guidance expectations for each genre at different year groups will be introduced to ensure staff have a clear understanding of the knowledge and skill progression and build upon clearly defined previously learned knowledge. 75% all families from this school live in the bottom 30% of households nationally and this is being addressed with enrichment activities.

Q: *How far in advance do you plan your trips?*

Trips are planned one year ahead; the budget is annual. Public transport is used wherever possible to build pupils life skills. The trips are planned around different subject areas with a clear rationale for each one, the children will have six trips a year plus termly local library trips.

Q: *Is there much flex if other invites arise?*

Yes, the school often gets invites for arts events, this must be balanced against the curriculum learning.

10. School Evaluation Form (SEF)

C: *You have a new team in new roles and a new curriculum approach, how is this progressing?*

There are many staff in new roles who are being supported at least weekly. The Headteacher is pleased with the progress and the school feels stable. Staff are working together, and the coach Kerry Clearly provides a termly meeting with all new leaders to support in their progression to leadership roles.

C: Is the pastoral team new?

This team comprises the SENDCO and the new assistant SENDCO will join this team along with the attendance lead. They will meet fortnightly to look at attendance and vulnerable children. The children will be RAG (red, amber, green) rated for monitoring purposes. There may be unseen vulnerabilities such as the siblings of children with SEND needs, there may be young carers who need support.

C: How are pupil views of behaviour ascertained?

The pupil questionnaire is yet to be administered; this is due soon. Children have just completed an anti-bullying questionnaire; this is analysed by the deputy headteacher.

S: Governors noted the school has moved from RI (requires improvement) towards good in many areas.

Q: Has this judgement been confirmed and triangulated with Liam Trippier?

Liam Trippier is a privately contracted QA professional and the LA QA - quality assurance officer attended the school on the 8th December 2022, the report is not yet written.

11. Notes from School Improvement Partner (SIP) visit Autumn 2022

Liam Trippier's report was shared in advance of the meeting. (School brokered consultant). There were no further questions on this report.

12. Impact statement 2021/22 for pupil premium and catch up and plans for 2022/23

Action: Clerk to share pupil premium impact statement for 2021/22 on TG for approval.

13. How is the school providing a diverse and inclusive curriculum

(Question from Staffing, Budget & Premises committee).

The written answer / report was shared in advance of the meeting.

C: How do you know if leaders have sufficient awareness about issues such as racism? Is there CPD?

There is no CPD on these issues. There is EDI (equality, diversity, and inclusion) training but there is no capacity currently. The curriculum design did address EDI and governors confirmed this. Fifty percent of the school community is of Pakistani heritage, and this was previously not apparent across the curriculum, this is work in progress. There is an issue about the curriculum being pre-set by adults and Governors reported the child learning is excellent about how other people live. In EYFS the children look at images and similarities and differences, and the work in reading for pleasure ensures novels are diverse, reflect the community, and are topical. Staff must provide a rationale for books chosen. The LA has given the school additional resources for the library which was welcomed.

Q: What is the ethnic profile of the staff?

The staff is 90% white British. The Headteacher asks for job advert replies to be anonymise. At the most recent round of teacher appointments the Headteacher tried to have a panel with non-white applicants, however only white people were interviewed as the non-white applicants had taken jobs elsewhere prior to interview. TAs are more

ethnically diverse. The school is trying to put in processes to make the staffing more representative. Governors were aware that mainly white staff can be a deterrent to applications from ethnic minorities. Governors noted 75% of teachers are white British and 50% of children go through school without seeing adults like them and Governors suggested visiting speakers are more reflective of the community. The Headteacher has met with the local Mosque and 'Mission 44' was recommended. The curriculum changes are the first step.

C: The curriculum has been developed by white British staff; how much were the children involved?

Teachers developed the curriculum with city wide input and with support from their national organisations. The children's input is restricted by national curriculum requirements, children can explore within confines. There is work to be done in this area.

Q: Are there any plans to change this curriculum?

This new curriculum will be tweaked when the foundations are set, this has been a huge amount of work which is expected to last about five years. Governors suggested staff look at 'Cargo' a Bristol organisation to look for ideas. The Headteacher reassured Governors the teachers have devised a curriculum from their knowledge of the children,

**14. Approval of renewed Vision and Values with removed behaviours
Governors formally approved the vision and values statement.**

15. Budget Update

There were no questions on the minutes from the last Staffing and Budget committee meeting.

The Pay Committee has met, and all staff met targets. Pay awards were approved and are included in the budget.

16. Governing Body Matters

Link Governor Reports

There were no link governor reports at this meeting although some monitoring visits have occurred.

Training Undertaken by Governors

Khadija Kalsoom has completed training in safeguarding.

All governors have received an invitation to undertake online training with the National College.

Governor Vacancies

The clerk confirmed the Instrument of Governance specifies there are 13 Governors, six are co-opted, making two co-opted vacancies.

17. Committee Minutes

- Staffing & Budget held 17.11.22
- Pay Committee held 18.11.22 – verbal report

There were no questions on these minutes.

18. Proposal for Review and Approval of future policies

Governors have previously discussed amendments and as many policies come from One Education who provide associated services such as HR advice it was understood these policies tend to be adopted rather than approved.

Governors agreed to only review the statutory policies.

19. Policies for Governor Approval

Code of Conduct for Staff

This has been updated and this now includes a reasonable management request.

Q: What does this include, Governors asked for an example of what this might involve?

The Headteacher reassured Governors this does not diminish existing rights of staff enshrined in other policies such as nationally agreed working terms and conditions. An example of a reasonable management request would be covering a class.

Governors formally approved the Code of Conduct for Staff Policy.

20. Policies for information

Governors noted the following policies have been updated.

- Attendance Policy
- Business Continuity Plan
- Critical Incident Policy
- Adoption Leave Policy for Support Staff
- Adoption Leave Policy for Teachers
- Maternity Policy for Support Staff
- Maternity Policy for Teachers
- Paternity Policy for Support Staff
- Paternity Policy for Teachers
- Parental Leave Policy
- Shared Parental Leave Policy for all school staff
- Whistleblowing Policy

21. Update on OFSTED working group

Governors thanked the headteacher for the useful information provide in preparation for an Ofsted inspection.

22. For Reference - Joining a Strong MAT – Advice from Manchester City Council – Schools' White Paper 2022

The white paper 2022 was withdrawn on the 8th December 2022 which was after this agenda was shared.

23. Any Other Business

There were no items of any other business.

24. Dates of future meetings

Chairs: Wednesdays 9am

- 18th January 2023
- 19th April 2023

Standards and Curriculum: Thursdays 4.30pm – 6.30pm

- 9th March 2023
- 8th June 2023

Staffing and Budget: 4.30pm – 6.30pm

- Thursday 2nd February 2023
- Thursday 16th March 2023
- Wednesday 3rd May 2023
- Thursday 15th June 2023

Full Governing Body: Thursdays 4.30pm – 6.30pm

- 23rd March 2023
- 22nd June 2023

Meeting closed 18:40

Signed:

David Cooke

Date: 23rd March 2023

Summary of actions

- C/F Action: Clerk to send the link governor proforma. This was actioned 13.12.22
- Action: HT to bring data to the next meeting of the gender pattern of engagement in the after school activities.
- Action: Clerk to share pupil premium impact statement for 2021/22 on TG for approval.