

**THE GOVERNING BODY OF PENTLAND INFANT AND NURSERY SCHOOL**

Minutes of the meeting of the Full Governing Body held at 5.15 pm at the school on Wednesday, 7 February 2024.

**PRESENT**

Mr A Mulla (Chair), Miss F Farooq (Head Teacher), Mrs N Addison, Ms E De'Ath, Mrs T Khatun, Mr S Patel, Mrs A Tabassum.

**In Attendance**

Mr P Keeley (Minute Clerk)

**36. APOLOGIES FOR ABSENCE, CONSENT AND DECLARATIONS OF INTEREST**

The Chair welcomed Mr Patel to the Governing Body. A round of introductions took place introducing the other Governors to Mr Patel.

**ACTION:** (i) Mr Patel to complete the Declaration of Business Interests Form and return it to the Head Teacher.

(ii) Head Teacher to arrange access to the Governor Hub for Mr Patel.

Apologies for absence had been received from Mrs O Khan (consent).

There were no declarations of interest.

**37. NOTIFICATION OF ITEMS TO BE BROUGHT UP UNDER ANY OTHER BUSINESS.**

The following items were notified to be raised under Any Other Business:

- (a) Communication between Governors
- (b) Structure of the Meeting
- (c) Safeguarding
- (d) MAT Presentation

**38. SUBJECT LEADER PRESENTATION**

It was decided that due to there being a full agenda, there was to be no leader presentation for this meeting.

**39. REPRESENTATION**

The following matters of representation were noted:

(a) <u>Appointments</u>			
<u>Name</u>	<u>Category</u>	<u>With Effect From</u>	
Ms E De'Ath	Staff	08/11/2023	
Mr S A Patel	Co-opted	23/01/2024	

(b) Appointment of Co-opted Governors to fill four vacant seats

A discussion took place regarding any potential candidates to join the Governing Body.

The Head Teacher confirmed interest from a person who had been a supply teacher and from the discussion they had had, this lady would add lots of relevant experience to the group. Her name is Sahera Patel. She was now stepping back from teaching but still wanted to be involved in schools. Teaching experience has been identified as a gap in our Governor skills audit. She was also currently a Governor in another school. She has a lot of experience in education we could benefit from.

**Q: What is her incentive to join us at Pentland, why us?**

**A:** She heard we were looking for someone and has the skills, and the time. She did not feel she would be able to be fully hands-on but in terms of attending FGB, being impartial and offering advice from her experience, she would be able to be that person. She would be able to attend the next FGB in May if we were interested in her joining us.

**Q: Do you feel this is enough for you, if you are happy to bring her on board, we can start her checks straight away?****Q: Do we know which other school she is a Governor with? Is it local?**

**A:** No, I cannot remember.

**ACTION:** (i) The Head Teacher will find out at which school she is a Governor and in what capacity.

**Q: Is her experience in Primary education?**

**A:** Yes, in Primary over 20 years of experience in working in schools and has written books in collaboration with others from different faiths, such as 'The Voice of Palestine'. Another book was a biography. Now she wants to give back to the community. She came to this school as a child as well.

**Q: Is there a conflict of interest from the fact she is a Governor in another school?**

**A:** We need to check and confirm.

**ACTION:** (ii) The Minute Clerk will check and confirm.

**RESOLVED:** That subject to there being no conflict of interest, Governors agreed to invite Mrs S Patel to join the Governing Body as a Co-opted Governor.

**ACTION:** (iii) Head Teacher to initiate necessary Governor checks after half-term.

(c) Reconstitution

A short discussion took place regarding whether to consider reducing the number of Governors given that the school had several long-standing vacancies.

In addition, we have interest from a parent to join but we do not have a vacancy for a Parent Governor. It was confirmed the school had been reluctant in the past to bring in more Governors who were parents.

The Chair noted that present Parent Governors could be re-elected as Co-opted Governors once their current term had been completed if they were interested in doing so.

**Q: Can we bring a parent onto the Governing Body as a co-opted Governor?**

**A:** You can bring them on as a Co-opted Governor, but the decision making needs to be from a wider school perspective not from a parent perspective.

A discussion took place weighing the option of bringing the parent onto the Governing Body from May 2024, or to wait until Mrs S Patel had settled in before deciding.

**RESOLVED:** That the parent involved be invited to serve as Co-opted Governor at the next full governors meeting on 22 May 2024.

**RESOLVED:** That the constitution of the Governing Body was to remain in its current form.

#### 40. MINUTES OF THE MEETING HELD ON 8 NOVEMBER 2023

Governors expressed some confusion as to why the minutes of previous meetings were not included on the portal. Some Governors had not seen copies of the meeting minutes from September and November and were unable to verify their contents as a true record of those meetings.

The Head Teacher confirmed that the minutes had been reviewed and at least one amendment involving the estimated over-spend had been made. The Head Teacher confirmed she was happy to recommend the minutes be approved, however, the Chair had not seen the minutes at this stage.

**RESOLVED:** That the minutes of the meeting held on 8 November 2023 be reviewed at the next meeting to confirm they can be approved and signed by the Chair as a correct record.

#### 41. MATTERS ARISING

- (a) Terms of reference for the Standards and Effectiveness Committee (Minute 54 refers, FGB 17 May 2023)

Governors held a short discussion regarding the structure and terms of reference for Committees. There was some discussion over two items within the Standards and Effectiveness Committee that the Committee members felt should be part of the FGB agenda. At this point it was decided to discuss meeting structures as it had arisen in the set agenda.

*The agenda was taken out of order at this point.*

42. ANY OTHER BUSINESS(a) Structure of the Meeting

The Chair expressed concern that the length of the agenda itself, was contributing to the difficulty in effectively completing the agenda within the two hours Governors had before the building had to be vacated. The priority had to remain holding a quality detailed discussion not rushing to meet time deadlines. Questions and challenges need to be thorough and Ofsted will be looking at this area of Governance.

The Head Teacher confirmed that Chris Forrest had attended the last Standards and Effectiveness Committee, his view was that FGB should meet five or six times each year (currently FGB met four times each year). This raised concerns over the time commitment involved in meetings and in turn, producing six reports to Governors. If this were adopted there would be one Head Teacher report each term.

The Chair raised concerns that to increase the number of meetings to six per year in addition to Committee meetings, might cause issues with attendance among Governors. The possibility of some meetings taking place on Teams was also discussed.

**Q: Where do the standing items originate, school or LA?**

**A:** They are included by the LA.

Governors discussed the possibility of reducing the number of items within the agenda by including them within the Head Teacher report. It was noted that several items were currently covered in more than one part of the meeting.

**Q: Could we run three FGB meetings with three in between to cover specific focus issues?**

**A:** We used to cover one specific area of the School Development Plan in each meeting so over time it was fully covered. But to start with we could hold a specific meeting to discuss this outside of the Governing Body meeting.

**Q: Should we develop a scoping document to cover the School Development Plan so we can keep track of review and updates? Everything can then be presented over Teams?**

**A:** We can share the document and I have copies. However, you still need to meet and discuss, as your own voice might not fully reflect the views of all Governors.

**RESOLVED:** That the Governing Body shall meet separately to review the School Development Plan then review one item at each future Governing Body meeting.

The Head Teacher supported the idea that short reports from the subject leads could be submitted ahead of meetings, this would be better use of the subject leader's time given that some lead on several areas.

**RESOLVED:** That the Governing Body would be happy to accept short reports from subject leaders instead of presentations in person.

The Head Teacher confirmed that the main priorities within the School Development Plan would be included within the Head Teacher's report. Therefore, the SDP is continually revisited.

**Q: Could items that link to the SDP be identified in the Head Teacher's report?**

**A:** The only concern would be that the report becomes more time-consuming to produce. However, I would be happy to cross-reference the SDP within my report. If time permits today, the cross-referencing can be started then.

**RESOLVED:** That a single pack comprising the Head Teacher report and all sub-reports, would be made available as one pack to be received by Governors a few days before the meeting.

**ACTION:** Minute Clerk to discuss with the Governor Clerking Service, to explore ways to reduce the length of the agenda and standing items.

A short discussion took place regarding staff feedback and confidentiality. Staff would be made aware they could bring issues to staff members of the Governing Body but those staff members would be mindful of confidentiality issues in any discussion.

**Q: Are minutes made available for staff to view and check?**

**A:** Minutes are kept in the office and are available to staff if they require them, but they are not displayed publicly. Also, minutes have not all been published on our website because they have not been formally approved.

*The agenda reverted to the set order at this point.*

43. MATTERS ARISING (continued)

(b) Approved Minutes (Minute 40 refers)

Governors were unsure as to why approved minutes were not available as they were approved during Governing Body meetings. Minutes were made available in the past to be signed. The Head Teacher confirmed that minutes had not been made available on the portal as they were deemed not approved by the Clerking Service.

The Head Teacher confirmed this was an issue dating back for some months. (Checks on the school website show the last approved minutes from a FGB meeting uploaded was from January 2023). Currently the final version of the minutes was not being emailed back or made available on the portal.

**ACTION:** (i) That all sets of minutes not formally approved, be brought to the Chair for signing as true records of those meetings.

**ACTION:** (ii) Minute Clerk to discuss the approval of minutes with the Governors Clerking Service.

(c) Governor Drop-ins (Minute 54 refers)

It was confirmed that Governor drop-ins were currently not being carried out therefore this item could be closed.

(d) 2023-24 Budget Approval (Minute 59 refers).

Governors confirmed that the budget had been approved at the May 2023 meeting and therefore this item could be closed.

(e) Circulation of Restructure Proposals (Minute 72 refers)

It was confirmed that restructure proposals had been circulated, approved and implemented, therefore this item could be closed.

(f) Declaration of Business Interests Forms (Minute 2.2 refers)

This action had been completed for existing governors, however it was noted that this would need to be completed by new Governors.

**ACTION:** New governors to complete the register of business interest form as soon as possible.

(g) Maintain Contact with Those Parents Who Expressed Interest in Joining The Board of Governors (Minute 4.2 refers)

It was confirmed that this had been discussed and actions agreed (Minute 39(b) refers). This item was now completed.

(h) Provide Up to Date Contact Details to Kirklees Business Solutions (Minute 5 refers)

It was confirmed that this action was completed and the matter now closed.

(j) Discuss and Document the Financial Limits of Delegated Authority to The Head Teacher (Minute 8 Refers)

It was confirmed that whilst the item had been discussed at length during the AGM held September 2023, the specific limit had not been documented.

**RESOLVED:** That the delegated limit for the Head Teacher was set at £10k.

(k) Share details of potential new Governor (Minute 27(b) refers)

It was confirmed that this action was complete and the matter was closed.

(l) Contact the person interested in joining as a Co-opted Governor (Minute 27(b) refers)

It was confirmed that this action had been completed and the matter was closed.

(m) Share School Development Plan draft (Minute 36 refers)

It was confirmed that this item was being discussed specifically under Minute 55.

(n) Check DBS Disclosures for all Governors are in date (Minute 31 refers)

The Head Teacher had been advised that normal practice was to carry out DBS checks when Governors first join their Governing Body. Any subsequent checks had to be requested by the Governing Body itself and the Clerking Service would carry out the checks. This differed from the standard practice with staff who were re-checked by the school every three years.

**ACTION:** Chair to clarify what is required with the LA.

44. REPORTS FROM COMMITTEESResources Committee: 30 January 2024

The Resources Committee Chair reported on the following items raised during the meeting:

- The draft SFVS document had been reviewed by the Committee and sent on to the Chair of Governors for review and if approved, visit the school for it to be formally signed (Minute 50(a) refers).
- The finance report indicated that the year-to-date position was an overspend of £28k with a full year overspend expected to be circa £68k. This was primarily because of lower numbers of children attending the school.
- The school was expecting a smaller budget allocation for 2024/25 due to a continued reduction in school roll. Once the budget was known, this might result in consideration of another staff restructure.
- A project to refurbish the Key Stage 1 playground was underway and would be completed over the half-term week. Children were excited to see the work starting.
- A discussion took place regarding potential reduction in the school PAN, this would be a future discussion for the Governing Body to have. The school was expecting only 100 children next year, which will need four classes with lower numbers of children so the use of the budget might not be optimised. The discussion should be around having three classes instead.

**Q: What are the benefits of reducing PAN?**

**A:** Ours is currently 49 which is an odd number. Basically 30 children are equal to one class which needs one teacher. For example, a PAN of 45 is a class and a half. If we were considering a change, we would have to put the proposal forward in September 2024, for consideration for the following year. In terms of intake, we have looked at the sufficiency reports and there will not have any more children than our allocation, there are no extra children in Dewsbury South for us to pick up. I think it would be too far to reduce it to 30, but 45 is a possibility.

**Q: Wasn't there a Covid surge?**

**A:** The Covid surge has already gone. There is a possibility of a pick-up but not for a couple of years and the reduction before then is significant. In the past, we had tried many times to increase the PAN but the Council would not allow an increase to 60. In the end we gave up, Savile Town not being full was cited as the reason for refusal. Now Savile Town have more space still, and historically they have not had a problem

with numbers. They will have less than 30 children this year and will be applying to reduce their PAN to 30 this year.

**Q: Once you reduce your PAN you are unlikely to be able to increase it again?**

**A:** True, any application to reduce is likely to go through at the moment. We have been approached by a parent who would like to bring her SEND child to the school, but we already have 30 in the class. As soon as you go above 30 you need another teacher.

**Q: If Savile Town reduced PAN from 60 to 30 does that mean we could get more children?**

**A:** You will not get more in because there are no extra children. Savile Town are not even getting 30 now, numbers are more like 24-25 in each class. Something we will have to think about especially with the increasing prevalence of MAT's.

**Q: If numbers pick up and they have reduced their PAN to 30, they won't be able to increase intake so could this then be beneficial to us?**

**A:** The sufficiency report indicates this will not be the case, at least in the foreseeable future. Any major shift that will benefit us, will take years. You can 'ride the tide' and not change but 49 is not a good number at all.

**Q: If you had 45, this would be the same staffing as for 60?**

**A:** You would, but if you go for 45 you can mix classes so it is a reasonable number to go with. So, for 90 children maximum, you would need three teachers. You would also not have to turn anyone away in this scenario.

**Q: Do we need to decide right now? I would like to see more detailed projections for future numbers?**

**A:** No, we need more time to consider carefully and the impact of leaving it at 49 or changing it. We will not see more children coming to school for several years.

**Q: How soon would any change be implemented?**

**A:** The process takes a whole year to be implemented. So, we would apply for any change in September 2024 for it to be implemented in September 2025.

**Q: Would it be useful to have a document laying out the pros and cons?**

**A:** Yes, it would help with the discussion.

**ACTION:** (i) Head Teacher to prepare a PAN pros and cons document including questions and answers if available from the Council, for when this matter is on the FGB agenda.

**ACTION:** (ii) That the issue of PAN is to be a specific agenda item for the May FGB meeting.

A discussion took place regarding the Local Authority MAT proposal. It was recommended that a presentation be given to the Governing Body relating to the potential of the school joining a MAT in the future.

*The agenda was taken out of order at this point.*



45. ANY OTHER BUSINESS(d) Safeguarding

The Committee Chair raised her concerns regarding a serious safeguarding incident where a child endured a choking incident whilst a member of staff was distracted whilst using her smart watch. The child had anxiety difficulties.

The Head Teacher confirmed the member of staff had been reprimanded and the incident the subject of a LADO contact form and as subsequently required, a written statement had been made to the DfE.

The school confirmed they were taking the matter very seriously and this illustrated the dangers of smart watches not being treated in the same way as mobile phones, the latter were not allowed during supervision periods. It was confirmed that the member of non-teaching staff had been given a management instruction forbidding the use of smart watches during supervision periods.

**Q: What are the implications of any repeat?**

**A:** All the staff member's details had been recorded on the LADO form. If repeated, the member of staff could be dismissed.

The Head Teacher confirmed that the 'Acceptable Use' Policy had been updated to include references to smart watches, and all staff had been briefed on the changes to the policy. Another member of staff had confirmed the person involved in the incident is no longer wearing the watch.

*The agenda reverted to the set order at this point.*

46. REPORTS FROM COMMITTEESStandards and Effectiveness Committee: 26 January 2024

The minutes of the last Standards and Effectiveness Committee meeting were circulated to Governors at this point.

The Committee Chair reported on the following items raised at the meeting:

- Positive progress had been made in outcomes in mathematics, reading and writing compared with the results of a year ago. Improvements had been achieved in all categories and significantly in some of those categories. For example, year 1 reading had risen from 39.6% meeting expectation to 72.5% meeting expectation. Year 2 reading results had also improved sharply.

**Q: Are these assessed by examinations?**

**A:** The results were all based on teacher assessments, the school made the decision not to do (Key Stage 1) SATS. Results were from a combination of internal and most importantly, external moderation. It is still important that the assessments were standardised and moderated in this way. The last Ofsted had confirmed that just doing internal moderation would not be sufficient to achieve a good standard.

**Q: How was the moderating done?**

**A:** We have worked with Headfield School, for example Headfield staff moderated our

Year 2 assessments and Pentland staff have moderated Headfield's Year 3 assessments. Staff have already been in each other's school several times as part of the assessment being done throughout the year. This helps to standardise and achieve consistency.

- Phonics had been discussed and the use of Little Wandle had led to significant improvements.
- Discussions had taken place regarding pupils who had experienced emotional difficulties and who were SEND. Pupil progress meetings and action plans have been set up where areas of concern existed. Maths mastery was also to be introduced.
- It was reported that limited staff would hinder the ability to help individual pupils catch up when behind.
- It was reported that staff had been able to match the abilities within groups, but the groups are not stagnant and undergo constant change.

**Q: Can you tell us how Little Wandle works in practice?**

**A:** Little Wandle is designed to teach the whole class, so nobody gets left behind – however, at some point some pupils might be prevented from moving on. At that point, staff have been able to both make sure those not reaching the higher standard having action plans, but also to enabling those at the higher standard to move on. We are looking to close the gap but not by holding back the higher-level performers. For those standing out, the conversations would take place straight away to possibly move them to a higher group. Reductions in staff numbers have meant that the whole class model was not possible to sustain. Previously where an ETA would be able to work with those needing extra support, now almost all the support staff are working one to one with specific SEND pupils.

**Q: Can you tell if there any gaps between boys and girls? We would like to see more of a breakdown.**

**A:** We have been asked to provide more detail in this area. When we go to Pupil Premium meetings, we must know the data and be able to unpick it.

**ACTION:** Head Teacher to provide a more detailed breakdown of results for the next Standards and Effectiveness Committee meeting.

The Chair noted that the valuable discussion that took place covering both Committee meetings took a total of 25 minutes with only 10 minutes allocated. This reinforced the points made under Minute 68(b) as discussed earlier in the meeting.

47. HEAD TEACHER REPORT AND GOVERNORS' QUESTIONS

The Head Teacher's report and Governor Data report along with the school development plan, were circulated to Governors prior to the meeting.

The Head Teacher did not summarise any of the report but instead, invited questions from Governors.

**Q: I wanted to be able to see the roll and attendance data in more detail? Overall, the attendance is 'poor' but what is the detail behind the data?**

**A:** I understand that Governors would like to be able to track the data over time. The school are tracking all age groups but since the initial request, we separated the results for Reception, Year 1, and Year 2, as attendance of the under 5's are not statutory and we do not have to account for their attendance. So going forward, we

could either exclude the under 5's or include all of it for you.

Governors would like to see all the data expressed suitably. The Chair remarked that good habits formed in the early years might lead on to good habits during statutory school years.

**RESOLVED:** That the data is to be presented to include a separate section for under 5's but that all years are covered within the data provided.

**Q: How many children are classed as persistent absentees?**

**A:** Seven children have special educational needs such medical issues (that hinders attendance) and for those reasons their data is excluded from the persistent absentee data. Seven other children have persistent absence issues and several of those are within the same family. They often arrive late which goes down as absence. In addition, one child has a pattern for persistent absence on Mondays. For these children and parents, we have held targeted meetings and occasionally carried out home visits especially where they have not turned up for a meeting at school. Parents do not usually like it when you turn up at their house.

**Q: Because we know this will be a focus area for any future Ofsted, can we emphasise the importance of regular attendance on our website?**

**A:** Yes, we do this already and attendance is covered in most of the newsletters. Ofsted did recognise we were continued to do what we can – however, it was below national levels. When I (Head Teacher) attended the Primary Heads meeting it was recognised that along with Birkby, we were doing everything we could to promote good attendance.

**Q: What kind of messages do we post?**

**A:** We post regular messages including positive reinforcements. We do everything we can do encourage improved attendance. The dynamic of our school is different to many, with a small number of pupils the absence of one pupil has a significant impact on overall attendance. Being a small school, even one child being on long term absence has a massive difference on attendance.

**Q: Do we need to do anything else on safeguarding training? We had done the safer recruitment training last year.**

**A:** The safeguarding training link had been circulated, and all Governors needed to complete the training. The Key safeguarding training was the one staff completed and would cover everything required.

**RESOLVED:** That all Governors were to ensure their safeguarding training was up to date as soon as possible.

**Q: Can you give us an update on PERS?**

**A:** The charity is working on a proposal, but they have asked for another meeting with myself and the School Business Manager before coming in to present to us, the proposal might be ready for the May 22<sup>nd</sup> meeting.

**RESOLVED:** That Mrs Khan cannot be part of the final decision-making process on PERS, due to a conflict of interest.

The Chair thanked the Head Teacher for preparing her comprehensive report.

48. SAFEGUARDING

It was agreed that this was covered adequately within the Head Teacher's report, along with the item raised earlier in the meeting.

There were no further questions raised by Governors.

49. ATTENDANCE – MONITOR HOW ATTENDANCE IS GOING

It was agreed that this was covered adequately within the Head Teacher's report, and from the report on the Resources Committee.

There were no further questions raised by Governors.

50. FINANCIAL MANAGEMENT AND MONITORING(a) SFVS

It was confirmed that the completed SFVS document was sent to the Chair of Governors for review and approval.

**ACTION:** Chair to review and comment or approve as appropriate.

(b) Finalise Next Years Budget

It was confirmed that the budget pack would be sent to the school towards the end of February, with the final budget (B3) agreed sometime in May.

51. PUPIL PREMIUM/SPORTS AND PE PREMIUM

It was agreed that this was covered adequately within the Head Teacher's report, from the report on the Resources Committee, and from the presentation made at the last FGB meeting.

There were no further questions raised by Governors.

52. HEALTH AND SAFETY

It was agreed that this was covered adequately within the Head Teacher's report, and from the report on the Resources Committee.

There were no further questions raised by Governors.

53. WELLBEING AND MENTAL HEALTH

The Head Teacher confirmed that there were no immediate areas of concern within the school, with the overall situation among staff as positive as had been the case for some time.

The Head Teacher commented in the Standards and Effectiveness Committee on a tight team that were working closely together to do what is in the best interests of the children, whilst having the freedom and mutual respect to carry out robust challenges along the way. The discussions led to positive outcomes and working out the best way forward.

The Head Teacher confirmed that the decisions taken were team-based with the majority view taking precedence.

It was confirmed that workload was the main issue with conscientious staff choosing to make sure important aspects of the role were covered, and that teachers' work was never done.

**Q: What about the well-being of the Head Teacher and Senior Leadership team specifically?**

**A:** Having good communication with staff and Governors makes a big difference, both are valued and appreciated, and in turn we feel supported. The Head Teacher mentioned the Governing Body pulling together, which makes a big difference in turn to the well-being of the Head Teacher and the SLT. Even one of the Governors checking in with us makes a big difference. The Head Teacher also specifically mentioned the pro-active support she and colleagues received from Mrs Addison and Mrs Khatun, this had helped greatly in areas such as workload, volunteering.

As a result of those discussions, a local charity called 'Let Dew Make a Difference' would visit the school after half term to discuss funding trips for pupils on Pupil Premium. They were keen to work with the school as they had never worked with us before.

In addition, Speech Stars and Reading Friends volunteer to help with staff and children to create models to improve speech and language. Ms De'Ath had secured four volunteers and just needed to secure one more, this will really help existing staff, as children will be listened to whilst they read, making a massive difference to speech models they need.

The Head Teacher was grateful for all the support, as these are the things that had been discussed in pupil progress meetings that were desperately needed for some children who were struggling with their language.

The Head Teacher also expressed gratitude to Mrs Tabassum for the way she had challenged within the Standards and Effectiveness Committee, which had been the right combination of challenging and supportive at the same time.

Governors expressed a collective desire to put their individual skills forward in different ways for the overall benefit of the school.

54. UNDERSTANDING YOUR SCHOOL'S PLANS FOR 2024 TESTS OR EXAMS

The Head Teacher confirmed that (Key Stage 1) SATS were not being carried out by the school. This was the first year where the school could choose to do the tests or not. The nature of the informal assessments meant that the school never spoke about tests with children.

**Q: Does that mean the way assessment will be done has changed completely?**

**A:** They are still being assessed – even though we did the tests before, we always try to make them as informal as we could, we never said the word 'test' to children we could do a 'quiz' which needed tables moving around to hide the idea they were being assessed. Also, the SATS results never provided the teacher with anything they did not already know about their class.

The Head Teacher confirmed to cover the issue of children's mental health, that children with mental health issues worked closely with our Early Learning Support Assistant to help with any areas they were struggling with, anything such as attachment issues or bereavement.

There were no other questions raised by Governors.

#### 55. SCHOOL DEVELOPMENT PLAN

The Head Teacher confirmed that she would circulate the draft School Development Plan to Governors. It was recommended that Governors read the document and make their own notes about content or what was missing, ready for the discussion to take place outside of the FGB meeting.

**RESOLVED:** That Governors would arrange a separate meeting on Teams to discuss the Plan.

#### 56. REVIEW OF POLICIES

As previously confirmed under Minute 68(c), the Acceptable Use Policy had been recently updated and uploaded to the website.

There were no other policies brought forward for Governors to approve.

#### 57. GOVERNOR TRAINING AND GOVERNOR VISITS

##### (a) Governor Training

It was confirmed that new Governors were to undertake mandatory induction training and the safeguarding training, as soon as possible. The Governor would need to select the course on Kirklees Business Solutions, which would then be booked by the School Business Manager.

##### **Q: Is there a cost for Governor training?**

**A:** We have not signed up to the KMC Governor support package so there will be a cost for the training.

It was confirmed that details of the courses for the induction, were on the Governor portal The next available dates were confirmed as February 28<sup>th</sup>, or 6<sup>th</sup> and 13 March 2024. The course takes about 2.5 hours.

**ACTION:** (i) Ms De'Ath to forward details of the mandatory training to Mr Patel.

(ii) Mr Patel and Ms De'Ath to complete mandatory training as soon as possible.

##### (b) Governor visits

A discussion took place relating to future Governor visits and the following areas were discussed:

- Learning Walks.
- Governor visits to focus specifically on Pupil Premium children or SEND.

**RESOLVED:** That members of the Standards and Effectiveness Committee shall carry out learning walks termly, with up to two Governors.

**RESOLVED:** That Governors would discuss other meaningful visits during their Teams meeting.

58. ANY OTHER BUSINESS

(a) Communication between Governors

It was agreed that this item had been adequately covered earlier in the meeting under Minute 63.

(d) Multi-Academy Trust (MAT) Presentation

The Head Teacher had attended an external presentation on proposals by several current LA maintained schools to form a Multi-Academy Trust. A document was circulated to Governors at the meeting, which Governors agreed not to share. The Head Teacher raised concerns that no discussion among Governors had taken place yet, and the pros and cons surrounding MATs were not apparent. Governors expressed a desire as part of the process, to hear proposals from at least three potential MAT partners.

The process of information gathering is important, even if the final decision is not to progress with joining anybody. The Chair supported the process of information gathering and discussion among Governors first, before inviting anyone to present to the Governors.

**Q: Is there any neutral information out there on MAT's?**

**A:** Not sure, the advantage if it is with local schools is they will not have any agendas of their own. I know some Mats are very 'corporate' and will want to impose their ways of working and retain funds; others might work differently.

**Q: I would Have concerns I could not make decisions on this, as I have no information to support a decision either way?**

**A:** That is why I think to go to some of the meetings that are taking place would be good, so I can gather more information to bring back.

**Q: There was a document in the office pre-Covid specifically on MAT? I can see if I have it can you look around the school for it?**

**A:** We can look for this.

**Q: Did this meeting take place a few weeks ago?**

**A:** Yes, I was concerned after the meeting that we as a Governing Body were not well enough informed on the subject.

The Head Teacher confirmed that MATs was an agenda item for DfE regardless of the outcome of elections so the issue would not go away. The process could take several years so we should not just defer to a point where we are in a difficult position.

**Q: Are there any locally based MAT's If we are going to go down this path it would make sense to be with someone local?**

**A:** There are not any local MAT's. Also, some Mats are quite corporate and we would want to be with an organisation that allowed us to retain our identity.

**RESOLVED:** That MAT information gathering would continue but any decision on presentations would be deferred.

59. DATES OF FUTURE MEETINGS AND POSSIBLE AGENDA ITEMS

**RESOLVED:** That the next meeting of the Governing Body be held at 5.15 pm at the school on Wednesday, 22 May 2024.

**RESOLVED:** That the next meeting of the Resources Committee be held at 9.15 am at the school on Tuesday, 19 March 2024.

**RESOLVED:** That Mr Patel would attend the Resources Committee meeting as a Governor Observer.

**RESOLVED:** That the Governors would meet on MS Teams on either 4 March or 5 March 2024 at a time to be confirmed to discuss the School Development Plan and future governor visits.

60. AGENDA, MINUTES AND RELATED PAPERS – SCHOOL COPY

**RESOLVED:** That no part of the agenda, minutes or related papers be excluded from the copy to be made available at the School, in accordance with the Freedom of Information Act.

*The meeting closed at 7.15 pm.*

**ACTION LOG:**

Minute Reference	Action	By Whom
36(i)	<u>Apologies for Absence, Consent and Declarations of Interest</u> Complete the Declaration of Business Interests form and return to the Head Teacher.	Mr Patel
36(ii)	<u>Apologies for Absence, Consent and Declarations of Interest</u> Arrange access to the Governor Hub for Mr Patel.	Head Teacher
39(b)(i)	<u>Appointment of Co-opted Governors to fill four vacant seats</u> Find out at which school she is a Governor and in what capacity.	Head Teacher
39(b)(ii)	<u>Appointment of Co-opted Governors to fill four vacant seats</u> Check and confirm if a person can be a Governor in more than one school.	Minute Clerk



39(b)(iii)	<u>Appointment of Co-opted Governors to fill four vacant seats</u> Initiate necessary Governor checks after half-term.	Head Teacher
42(a)	<u>Structure of the Meeting</u> Discuss with the GCS, to explore ways to reduce the length of the agenda and standing items.	Minute Clerk
43(b)(i)	<u>Approved Minutes</u> That all sets of minutes not formally approved, be brought to the Chair for signing as true records of those meetings.	GCS
43(b)(ii)	<u>Approved Minutes</u> Discuss issues with approval of the minutes with GCS.	Minute Clerk
43(f)	<u>Declaration of Business Interests Forms</u> New governors to complete the register of business interest form as soon as possible.	Ms De'Ath / Mr Patel
43(n)	<u>Check DBS Disclosures for all Governors are in date</u> Clarify what is required with the LA.	Chair
44(i)	<u>Resources Committee: 30 January 2024</u> Prepare a PAN pros and cons document including questions and answers if available from the Council for when this matter is on the FGB agenda.	Head Teacher
44(ii)	<u>Resources Committee: 30 January 2024</u> That the issue of PAN is to be a specific agenda item for the May FGB meeting.	GCS
46	<u>Standards and Effectiveness Committee: 26 January 2024</u> Provide a more detailed breakdown of results for the next Standards and Effectiveness Committee meeting.	Head Teacher
50(a)	<u>SFVS</u> Review and comment or approve as appropriate.	Chair
57(a)(i)	<u>Governor Training</u> Forward details of mandatory Governor training to Mr Patel.	Ms De'Ath
57(a)(ii)	<u>Governor Training</u> Complete mandatory Governor training as soon as possible.	Mr Patel / Ms De'Ath