



**Alma Park Primary School**  
**4:00p.m. Thursday 4<sup>th</sup> July 2024**  
**Celebrating Difference, Achieving Together**  
**Full Governing Body Meeting**  
**Minutes**

**Present**

Afshan Ahmed	Parent Governor / Vice Chair
Michael Coates	Co-opted Governor / Chair
David Cooke	LA Governor /
Grace Dobson-Hughes	Co-opted Governor
Mariam Herd	Parent Governor
Sam Howell	Staff Governor
Khadija Kalsoom	Parent Governor
Richard Williams	Headteacher

**Apologies**

Neilam Atcha	Co-opted Governor
Pakeeza Batool	Co-opted Governor
Fran Jones	Co-opted Governor
Steve Parkinson	Parent Governor
Sameed Rezayan	Co-opted Governor

**In attendance:**

Kathy Crotty	Clerk
Kathy Hughes	Deputy Headteacher
Sarah Butler	Associate Governor

*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 and introductions**

The chair welcomed all to the meeting.

**Governors formally approved the appointment of Priti Shah as an Associate Governor to sit on the Premises, Health and Safety Committee.**

**2. Apologies for Absence**

Apologies were received and accepted from Pakeeza Batool, Fran Jones, Steve Parkinson, and Sameed Rezayan.

**3. Declarations of Non/Pecuniary Interest**

Fran Jones and Neilam Atcha each have one child in the school. Afshan Ahmed and Steve Parkinson each have two children in the school. Mariam Herd has three children in the school.

There were no other declarations other than those previously reported on the annual declaration and the school website.

#### **4. Minutes of last meeting held 21<sup>st</sup> March 2024 & Matters Arising**

##### **Governors formally approved the minutes of the meeting held 21<sup>st</sup> March 2024**

There were no actions arising from these minutes.

#### **5. Finance Update**

##### **Governors formally ratified Approval of the 2023/24 closedown budget / opening budget for 2024/25**

David Cooke had attended local governing training and reiterated all Governors should have oversight of the budget even though much monitoring is delegated to the Staffing & Budget Committee. The LA (local authority) training he attended recently suggested the costs of SLT (senior leadership team) is an area to monitor and this school in the past has had an expensive SLT. Governors were informed this school no longer has an expensive SLT due to senior leaders having a teaching commitment.

##### ***C: Will this change with the inclusion lead who will not be in the classroom?***

The role of the new inclusion lead is to create an inclusion strategy for the school and to manage the inclusion activity for all vulnerable groups including SEND, new arrivals, and looked after children. The three assistant heads teach four days each week, half a day is allocated for management duties, and half a day is allocated for PPA. (Planning, preparation and assessment).

David Cooke informed Governors that attendees were asked at this training to ensure all Governors are aware of:

- The schools financial position at the end of the last financial year
- The schools financial position going forward, the three-year forecast
- Key budget pressures

Members of the Staffing & Budget Committee can answer these questions; however, it was clarified all Governors are expected to be able to answer these three questions, therefore they will be discussed at the upcoming away day.

The SBM (school business manager) is cautious and conservative with future predictions and this approach was welcomed. There are seven or eight schools in Manchester in significant debt and the academisation agenda is an issue to be mindful of. Governors were satisfied the finances are robust. Staffing costs are recommended to be 70% - 80%.

##### ***Q: Governors asked about the badgers, has the school paid for the cameras and for how long will the cameras be needed?***

Yes the school was required to commission a report which required cameras, they will be installed for three weeks from Friday 28<sup>th</sup> June 2024.

##### ***Q: If the badgers are living there, what is the contingency?***

The school has paid £1,000 for a report which stated there are no badgers, the specialist however required the school to commission a report which used cameras at a cost of £2,500 and the LA insisted this was purchased before planning permission is granted. If the development was within five meters, this would require a re-siting of a new badger sett. The school will still be able to build the MUGA. (multi use games area)

##### ***Q: Will the installation of the MUGA happen over the summer?***

This is likely to be in Autumn two and will take six weeks, this is when the children are in school. The contractors are meeting tomorrow to review the site.

**Q: If the contractors building the MUGA are on site when the children are in the building, can they speak to the children?**

The building of the MUGA will be linked to the curriculum where appropriate.

#### Staffing Structure

**Q: Two years ago the TLR (teaching and learning responsibility) payment was for two years, and this has been extended, why has this been extended?**

This was for curriculum development and the curriculum still needs developing.

**Q: How long will this payment be given for?**

This depends on the support needed in specific subjects, this year the focus was on geography. Historically this TLR was ring fenced until August 2025. Assessment and long-term plans are still not fully finalised.

**Q: The previous SENDCO had a TLR, has this changed?**

The previous SENDCO was paid at the maximum amount, this has now been reduced. The reduced SENDCO payment was ring fenced for one year. The Staffing & Budget Committee agreed the previous SENDCO would not lose all points, only half.

#### **Governors formally ratified approval of the staffing structure for 2024/25**

### **6. Headteacher's report**

#### School Evaluation Form – Spring/Summer

**Q: The Headteacher was asked what he wanted to highlight.**

Governors were informed there has been a growth in pupil premium children, all new arrivals are signed up to a system which alerts the school if a child is pupil premium.

#### Attendance update

PA (persistence absence) is 6.96%, this is amazing as the local average is 15.6%. The school attendance is 96%, the school is in the top 10 schools in Manchester.

#### Progress made towards SDP (school development plan) Priorities

##### **Phonics**

The school is slightly above the national average for attainment in phonics, this is the second year of above average outcomes.

##### **Yr2**

Attainment for the consistent cohort in Yr2 attainment is in line with national averages. 35% of this cohort were not in the country in reception. The SIP (school improvement plan) is fully funded and there is evidence of impact from this spending in the outcomes. There is more transience in the system, much investment is need for new international arrivals. Many children who are new international arrivals move out of the area for housing. Many families are offered housing in cheaper areas. Settling new international arrivals takes much teacher and TA (teaching assistant) time. In Yr2 and Yr6 the data will identify the whole cohort (which is below national averages) and with those children who have been in the school from the start, their attainment is above national.

**Q: Do you receive any extra funding for new international arrivals?**

There is no specific additional funding but the allocations take account of EAL (English as an additional language) children, and IDACI (Income Deprivation Affecting Children Index) codes. The census is on the 4<sup>th</sup> October and this determines the budget for the following financial year.

There has been much work on phonics including additional sessions, this is to ensure a full education, there is EAL support every afternoon. The school continues to have exciting trips which governors have agreed to fund or subsidise.

## 7. Behaviour and Safety Update

SEND and child protection data has not changed much since the last report.

### ***C: There seems to be low levels of incidents recorded, how is this data collated?***

This is recorded by teacher, escalation is recorded. Discriminatory language is treated the same as other unacceptable behaviour, parents are involved.

The school is working closely with parents, the school hosts a women's only yoga session and works with a Greater Manchester anti-poverty charity. Kathy Hughes reported parents seem more content and relationships are good. There is a workshop for parents whose children are moving into Yr1, this used to happen before the pandemic.

### ***Q: Did coffee afternoon happen?***

This happened today, only two parents attended.

### ***Q: Some children have been transferred to St. Andrews, is this a different offering?***

Yes, this school is an EYFS assessment unit for children who are deaf or have a hearing need, after Yr1 the next step for the child depends on their disability. Children who are oral and do not need to sign can move to St. Andrews or their local primary school.

### ***C: There are 66 children in Yr5 moving into Yr6, when is the school full?***

Three of these are deaf children who are educated outside of classes, and the DHN (deaf and hearing need) children are above PAN (published admission number). There are effectively 63 children within the school PAN, the LA can instruct a school to be 10% above PAN meaning there are actually three spaces in the school.

The LA operates a fair admissions process known as PIYFAP (Primary In-Year Fair Access Protocol) every month which allocates children to schools with vacancies. From reception to Yr2 there is a ceiling of 30 in each class.

## School development Plan

### ***Q: What subjects are in the foundation curriculum?***

Everything other than English and Maths.

### ***C: Is there any area holding back the implementation of the SDP?***

The leadership and management aspect of this will remain the same each year but the subject will change. This year history art and PE was the focus. PE is three subjects in one so this will continue and the new subjects for 2024/25 are computing and geography. Time is given for staff to improve specific aspects of learning and to enhance knowledge of the subject area. In history this year there has been a focus on chronology and resources. In Art the focus this year was on painting and pencil drawing. In PE this year the focus was on games and gymnastic, in autumn term PE will focus on dance. Staff review specific lessons after training. PE has made progress but is a large area.

### ***C: Why has the priority to 'develop girls' sports teams' not started?***

A girls only after school club has started, this was in spring one. There is insufficient capacity to develop girl only teams, there has been a girls football team. When there is a pitch, the school

will be able to host games, currently the school cannot participate in competitions without facilities to host. High schools often hosted competitions after school, there is less money for hosting.

***C: Governors noted the key priorities with strands and actions, and asked how much staff involvement has there been in developing the plan?***

This plan has come from the Headteacher working with the QA advisor Liam Trippier. SLT members are leading on different sections and will present to their teams. This will lead to the appraisal process.

***Q: Is this every year?***

Yes

***C: The Headteacher has devised the plan, is there any staff involvement?***

The Headteacher produces the first draft identifying what he would like and this is shared with other senior leaders, they will meet on the 11<sup>th</sup> July 2024 and can refine this. For example, Steve Mason will be responsible for restorative justice and will design first draft of what he wants. The Headteacher will QA the process rather than determine what they do. These are relatively new assistant Heads who will be supported.

***C: Sustainability and environment seem to be missing, is there a direction of travel for this to be included in the children's education?***

The school is committed to sustainability and there is an eco-lead with an UPS (upper pay spine) responsibility. Yr5s have visited other schools and are working with Manchester University. The school received £5,000 from Tesco for gardening work. There is a plan for the school to start composting including a wormery.

Governors noted the plastic water bottles on school trips, there is a recycling programme in operation. It was explained younger children tend to not have their own water bottles. Even though environment and sustainability is not a priority in the school development plan the Headteacher reassured Governors this does happen.

***C: The Headteacher's report always identifies disparities in the attainment of boys who are disadvantaged compared to other cohorts, should the success measures include reducing this attainment gap?***

This was discussed in the Quality of Education Committee, see agenda item eight.

***Q: Governors noted the website does not seem to be up to date for Governor's information.***

This will be reviewed; the school pays an external company to check the school website for Ofsted compliance.

SEF (school improvement form)

***C: The SEF focuses on developing new pedagogy, how do you ensure critical thinking occurs given this is part of the Alma Park ethos?***

There are opportunities in subjects for discussion and problem solving. The pedagogy is for retention of key facts, the school has travelled far on this journey. There are different questioning techniques used to support the children's ability to discuss. Governors who have observed lessons witnessed children engaging in adult conversations. The training does not highlight analytical skills, children are challenged about how they know, and encouraged to justify and prove assertions.

## **8. Public Sector Equality Duty (PSED)**

Governors were asked prior to the meeting to give some consideration to a different target linked to disadvantaged pupils. The three current targets in the PSED were shared at this meeting:

- “To ensure that our curriculum represents the diverse families who make up our community”
- “To challenge gender stereotyping through continued development of the foundation curriculum”
- To increase participation of girls in school sports

The Quality of Education Committee recently noted the attainment of disadvantaged pupils and asked for a discussion about this. Governors were informed the recommendations are for a maximum of three objectives, the policy runs for three years. This policy has run for one year but can be reviewed earlier. The Headteacher is happy to look at diminishing the difference, Governors were asked which of the current three to replace. Governors suggested objectives two and three could be merged.

**Governors agreed to merge objective two and three.**

***C: Governors asked about the deficit model and talking about the gap, the issue needs to focus on the solution not the problem. The example was given of girls’ participation in sport, girls are not the problem, sport is the problem.***

Governors discussed inviting key female sports personnel. School staff felt sports which are less competitive might be more attractive. Staff felt there seems to be less issues in KS1 than KS2, and noted the SDP does refer to body image. Sports in this school is based on as much equality as possible and Governors were aware of wider societal issues impacting on participation. Governors discussed cultural and economic issues, Governors discussed how some sports are less gendered and this could be encouraged. Lunchtime clubs could also improve participation. Governors agreed this meeting could not resolve the issues; this would need further discussion. The link governor for PE, David Cooke, reported the staff are keen to improve participation and the curriculum has been changed to include more women and south Asian role models.

There is an aim to diminish the attainment gap in writing, it was suggested undertaking a pupil voice with boys, there has been much research on boys writing.

PSED places an obligation to promote equality based on protected characteristics, this could be a focus on one area or a general approach. Governors informed the meeting some LAs include economic disadvantage akin to a protected characteristic even though there is no legal requirement to address this.

**Action: Possible variations of a third PSED will be presented to governors at the next FGB focusing on diminishing the attainment gap.**

## **9. Committee Minutes**

### Premises, Health & Safety Committee held 16<sup>th</sup> May 2024

This committee had asked if they could authorise expenditure and it was confirmed this must go through the staffing and budget committee for approval. This is an LA requirement.

### Staffing & Budget Committee held 20<sup>th</sup> June 2024

The staffing structure and budget update was approved at this meeting.

### Quality of Education Committee held 27<sup>th</sup> June 2024

This committee discussed if there could be a wellbeing budget, and this is being explored.

**Governors agreed to a wellbeing budget for staff subject to this being legal.**

This would cover staff room refreshments in the first instance.

**It was agreed staff will be consulted on what they would like to see the wellbeing budget spent on.**

The aim is for a staff working group to be involved in improving staff accommodation.

## 10. Governing body matters

### Governor terms of Office

Afshan Ahmed has resigned and this is her last meeting, she was thanked for her commitment and work in the governance of the school.

### Away Day - 30<sup>th</sup> August 2024

This meeting will review governor monitoring roles based on the school development plan and committee membership.

### Governor Monitoring Reports

- Safeguarding - Khadija Kalsoom
- PE – David Cooke
- Art – David Cooke
- Writing Report – Sarah Butler

### ***C: Reading and writing is now with the English co-ordinator, is this a too big a role?***

Governors felt these two areas link but are huge. Phonics is integral to reading and EYFS is separate. The Headteacher felt reading is KS2 is solid, writing is more of a focus. There are administrative tasks associated with reading such as Salford Reading Library. Kathy Hughes supports the English lead.

### Training Record

Governors were reminded in the new academic year they need to update training in Safeguarding. Governors are also required to update on Prevent and GDPR. The clerk explained Trust Governor re-sets over the summer and there are updates to read on the portal.

Governors were invited to attend the staff in-person training for safeguarding scheduled for the 2<sup>nd</sup> September 2024 in the morning, or there is a catch up session on Friday 6<sup>th</sup> September from 1pm to 13.30pm.

## 11. Policy Review and Approval

### Class Mixing Policy

Governors approved the Class Mixing Policy via the Trust Governor portal in May 2024

**Governors formally ratified approval of the Class Mixing Policy**

### Lockdown Policy

There are no changes since the last approval.

**Governors formally approved the Lockdown Policy**

### ***Q: Do you have drills during the year?***

One half term there is a fire drill and one half term there is a lockdown practice. There is a fire drill due before the end of this academic year. The first lockdown utilised an external agency to work with the children and there was much learning from this. Blinds are expensive, there have been internal locks fixed on doors.

## 12. Items of Any Other Business

There were no items of any other business.

## 13. Academisation – for information

There was no new information to share at this meeting.

#### **14. Dates of 2024/25 meetings – for information**

##### ***Autumn Term***

- Full Governing Board – 19<sup>th</sup> September 2024 at 16:00
- Staffing & Budget Committee – 17<sup>th</sup> October 2024 at 16:30
- Pay Committee – 17<sup>th</sup> October 2024 at 15:30
- Premises, Health, and Safety Committee – 31<sup>st</sup> October 2024 at 16:30
- Quality of Education Committee – 7<sup>th</sup> November 2024 at 16:15
- Full Governing Board – 5<sup>th</sup> December 2024 at 16:00

##### ***Spring Term***

- Staffing & Budget Committee – 6<sup>th</sup> February 2025 at 16:30
- Quality of Education Committee – 6<sup>th</sup> March 2025 at 16:15
- Full Governing Board – 20<sup>th</sup> March 2025 at 16:00
- Premises, Health, and Safety Committee – 3<sup>rd</sup> April 2025 at 16:30

##### ***Summer Term***

- Staffing & Budget Committee – 24<sup>th</sup> April 2025 at 16:30
- Staffing & Budget Committee – 19<sup>th</sup> June 2025 at 16:30
- Quality of Education Committee – 26<sup>th</sup> June 2025 at 16:15
- Full Governing Board – 3<sup>rd</sup> July 2025 at 16:00

*Meeting ended 6pm*

**Signed: Fran Jones**

**Date: 19<sup>th</sup> September 2024**

##### ***Summary of actions***

Action: Possible variations of a third PSED will be presented to governors at the next FGB focusing on diminishing the attainment gap.