



# Minutes of the Governing Body Meeting

Monday 16 September 2024 at 6.00 pm

## Membership

Name	Initials	Term Expiry Date	Governor Category
Leon Choueke	LC	N/A	Head Teacher, Ex-officio(1)
Debby Kuypers <b>(Chair)</b>	DK	09-11-2025	Co-opted Governors (7)
*Richard Holmes <b>(Vice Chair)</b>	RH	01-02-2026	
Eddie Webb	EW	25-09-2026	
Jean-Michel Garcia-Alvarez	JGA	10-02-2025	
Becca Monahan	BM	17-11-2027	
*Claudia Simms Abraham	CSA	04-02-2028	
Andrena Emin	AE	04-02-2028	
Melian Mansfield	MM	19-01-2026	LA Governor (1)
*Kirsten Schmidt	KS	04-02-2028	Staff (1)
Morinade Akinbobola	MA	05-11-2024	Parent Governor (2)
Nomi Tysman	NT	30-11-2024	
<b>Also in attendance:</b>			
*Tim Ibbotson	TI	N/A	Asst HT
Ben Strange	BS	N/A	Deputy HT
*Darren Heath	DH	04-02-2028	Associate Governor
Ben Miller	BMi	01-07-2028	Associate Governor
Christian Wang	CW	01-07-2028	Associate Governor
*Corrina Phillips	CP	N/A	Asst HT and SENCO
Louise Foulkes	LF	N/A	Deputy HT
Adam Crosier			Clerk

\* Denotes absence

## PART 1

### 1. Welcome, introductions and apologies for absence

The chair opened the meeting at 6.03 pm and welcomed everyone to the meeting. Apologies had been received from RH for reasons of family illness. The meeting was quorate.

### 2. Declarations of interest, pecuniary or otherwise in respect of items on the agenda

None.

### 3. School Development Plan and School Data

#### **Performance data: summer 2024**

BS provided an overview of the performance data for 2023/24.

#### Changes to the profile of the pupil population over the past eight years.

He reported on the change to the profile of Y6 cohort between 2016 to 2024.

This included relatively static percentage of children classed as 'disadvantaged' (17% in 2016 to 15% in 2024). However, BS said that anecdotally teachers felt that there are more disadvantaged children now than there were in the past. He said that this may be an inaccurate perception but may also reflect changes in the method of recording of disadvantage over time.

He pointed to two key changes in the profile of pupils: the increase in the percentage of children with English as an Additional Language (EAL), up from 15% to 25% and the percentage of children with SEND, up from 14% to 26% over the period. He said that this latter feature reflected both local and national trends. Nationally, there were now around 21% of children on the SEN register and 5% with an Education and Health Care Plan (EHCP).

He pointed out that these changes to the profile of pupils made the job of education more challenging, especially at a time of budget restrictions.

#### Early Years Foundation Stage

There were 117 pupils in EYFS. The key assessment measure used by Government was the proportion of children who achieve a 'Good Level of Development' (GLD) at the end of the EYFS. He reported that over several years the school had reported very consistent and stable figures, typically between 70% and 75%.

However, in 2024 the school achieved 84% of children achieving GLD, which was a significant difference on previous reports. BS said that throughout primary education girls outperform boys in all areas (other than KS2 maths). It was pleasing therefore that in this year, boys and girls performed roughly the same.

Y1 Phonics screening check: 90% of children achieved the expected standard at this check.

#### KS2 SATS

BS identified key areas for celebration: Reading, 88% achieved Age Related Expectation (ARE) and 57% achieved Greater Depth (GD).

In Maths, 93% achieved ARE and 32% GD.

Writing results were not so good: the school had put a lot of work into this area: 75% achieved ARE and 10% GD.

The overall RWM (reading, writing, maths) combined figure was: 74% achieved ARE and 5% GD.

Grammar Punctuation and spelling: 91% achieved ARE and 65% achieved GD.

BS provided a breakdown by key pupil groups including children with SEND: at KS2 the national average figure of children with SEND achieving ARE was 41%. For Coleridge, it was 71%.

MM pointed out that in almost every area the school had performed better than the national average.

Q. MM asked how much better the results were compared with the previous year.

A. BS said that for Reading the percentage achieving ARE had increased from 80% to 88% with GD increasing from 41% to 55%.

Writing was the only area where there had been a concern.

Q. MM asked if the school understood the reasons why Writing results were different from other areas.

A. BS said that a possible reason was that Writing was the only area that was teacher assessed (all other areas were assessed by testing). He suggested that the school may have inadvertently 'over-marked' in the past and that in 2024. This was due in part to the fact that that the school had been picked by the local authority as a school for moderation in 2024. He added that schools that had been moderated tended to have lower outcomes in this area.

A. LC said that another factor was that some year groups were stronger than others. This had been the case with the 2024 cohort.

Q. DK asked if these results fed into the SDP.

A. BS confirmed that they did.

BS said that there was a need to focus on disadvantaged children. He said that research evidence showed that children classed as disadvantaged start education in England typically 5 months behind their peers. This increased to 10 months by end of primary school and 20 months by end of KS4. He added that the gap was continuing to grow and that the country had spent £9.2 billion over last year on disadvantaged children.

Q. MM asked whether the school looked across EY GLD to KS2 results.

A. BS said that the value added for disadvantaged children was better than many others.

BM said that it was depressing that so much resource was put into disadvantaged and yet it made so little difference.

## School Development Plan (SDP)

LC said that since the end of the pandemic and lockdowns, the school had made a lot of progress to get operations back to where they were prior to Covid. He said that the school was going into the current year in a strong position.

He said that the school had been working to set a strategy for the next few years, including developing a series of statements to support the school's values and vision. A group of governors had met already and would meet again shortly to review the school's values.

He presented key elements from the draft SDP to governors and explained the context/rationale to each of the priorities.

These had been condensed to five core values.

For each value there were a series of statements, with goals attached and sources of information to evidence progress.

Quality of education: consistency of practice: Children should know more, remember more: sequential links between subjects. This would be evidenced from School Improvement Advisor reports.

Pupil surveys would show children are more confident about what to do when they are struggling in class.

Q. BM asked whether there were plans to repeat a pupil survey to validate these assessments.

A. LC confirmed that there were, possibly using a sample of students rather than all pupils.

Smoother transition from Reception to Year 1.

LC said that there was a challenge to moving from a play-based curriculum to a more formal curriculum. Following consultation with teachers and parents, it had been agreed to move some elements of the formal Y1 curriculum into EYFS and similarly to move some play-based curriculum to Y1. This expectation relied on the deployment of additional teaching assistants among these groups. He said that the school would be evaluating the impact of this in the current term.

Q. BMi asked whether there was evidence from other schools to show when/how to best make this transition for children moving from Reception to Y1.

A. LC said that it was more difficult than might be expected. The audit for EYFS had recommended that there should be a break at the point of transition. The school had listened to this advice but also to the voices of those teachers and parents in Reception and Y1.

MM said that the UK was one of very few countries that taught formally so early and that imposing a more academic curriculum at Y1/Y2 was a problem for teachers and children.

Differentiation: an area for development especially for SEND and children with low literacy. LC reported that the school had implemented a tutoring programme that would be developed, following its success in the past year.

Q. MM asked whether the tutoring programme was based in the school.

A. LF said that it operated before and after school for 20 minutes. The school had selected children who had been predicted to be on the cusp of achieving ARE for Maths KS2 SATs.

Q. MA asked why the tutoring programme had not been targeted at those who needed it most. She said that it felt a little cynical if those who were way below ARE for Maths KS2 did not have access to the programme.

A. LC said that the programme had been targeted at the 'cuspy' children. He acknowledged the concern identified by MA and said that there were other interventions targeted at the groups she had identified.

Q. DK asked whether there was sufficient focus on Writing, given the KS2 results from 2024.

A. BS said that the action plan would address this concern.

Q. JGA said that the areas of concern for the school involved disadvantaged children. He said that the SDP did not highlight this group.

A. BS said that there was a plan for this group, in the Pupil Premium strategy. LC added that the SPD would apply to disadvantaged/PP groups as well as other groups.

#### Behaviour and attitudes

LC said that the school used the MyConcern system to record all stage 3 and stage 4 behavioural incidents. He said that MyConcern was helping the school to identify trends and to improve support.

Q. MM asked whether there was evidence of impact of the improved support.

A. LC said that the system was better thought of as a means of identifying areas of need and when/how to make changes to better support children, rather than an evaluation tool. Many of the challenges were external to the school (family based). MyConcern was a means of recording safeguarding concerns and behaviour concerns.

Q. JGA said that if there were more children with behaviour concerns, this presumably took additional staff time.

A. LC agreed that this was the reality for both teachers and senior leaders.

BS added that there were more children than ever accessing counselling and well-being services. This might appear to be a reflection of increased levels of need, but it may be that increased service provision led to increased take up.

Q. MA asked about the use of trauma informed practice.

A. LC said that this was something that had not been progressed but should be.

LC said that there was a concern about several children who were 'rude', answered back to teachers. He said that the key was to support staff to feel enabled to address this behaviour.

Personal development: the SDP included a statement/aim relating to the fact that black families should feel confident in telling the school about their concerns and know that all concerns have been listened to and addressed. Also, that children should feel confident in telling us about their concerns and know that all concerns have been listened to and addressed. He said that Y5 and Y6 pupils were still using discriminatory language in the playground.

Racist incidents policy to be fully implemented: LC said that this policy should be broadened to include other areas of discrimination.

He said that the Development Board was due to change in the coming year. Marva Rollins (chair) and Dawn Ferdinand were due to step back. The school was also seeking to achieve the Leeds Beckett Award.

Raise profile in local community: run a whole school citizenship project to neurodiversity. In the past there had been a focus on LGBTQ and on other areas of discrimination. The school was looking to enable children to be prepared to become active caring citizens.

Leadership and management: the school would conduct regular surveys to ensure school communities felt communication with the school was effective and clear.

Staff retention to remain high: LC said that findings from staff surveys showed that staff valued their colleagues, including the support from other teachers and teaching assistants.

Aim to reduce the number of staff taking sickness leave due to stress and anxiety. He pointed out that much of the reason for this was due to external factors that were beyond the school's gift (bereavement etc).

Provide high quality CPD for staff

Improved communication with parents by providing more details on curriculum and regular updates. He said that some parents felt that teachers had lower expectations of their children than they would hope for. He said that there was a need to communicate better with parents.

DK said that the board should read and approve the SDP at the next meeting of the FGB on 30 September. LC said that the document would be circulated to governors to enable them to add comments and questions.

#### **4. Governing board business**

- Governing board structure and frequency of meetings

DK reported that LC, DK and AC had met recently, and had agreed that the current approach was working well, but that there was a need to meet more frequently (3 times per term, with one meeting being a 'deep dive'). This deep dive meeting would involve a focus on particular topics (curriculum etc). The proposed dates had been circulated to governors.

In addition, there would be finance working party meetings. These would link to the quarterly budget.

She also asked governors to attend the January staff inset day, to improve relations between the board and staff.

She invited comments on the current structure and proposed changes.

MA said that she felt the flat structure was an improvement. BM agreed and said that 3 meetings per term was a positive development.

MM asked about the deep dive meetings and what they would cover. She asked that there be a regular report on premises and on health and safety.

DK said that there was a half termly 'premises walk' on which she participated, and that the development schedule was available via Gov Hub.

NM said that the flat structure was good but that there was a need for reporting on wellbeing at governor meetings.

LC added that the premises report would be included in his HT's report. The expenditure on premises would be included in Finance Working Party. These could be included in the HT's report.

Q. MA asked who monitored actions from SDP action plans

Q. MM asked where DEI featured and why the SDP continued to follow the Ofsted criteria.

A. LC said that once Ofsted had conducted its inspection of the school, the SDP should move to fall in line with the school's values.

He said that disadvantage and DEI were evident throughout the SDP.

He said that the SDP priorities, described above, would become clearer when the action plans were produced.

#### **5. Chair's report**

None.

#### **6. Safeguarding**

No concerns were reported.

#### **7. Estate management and Health and Safety**

Not discussed due to lack of time.

#### **8. Policies**

None.

**10. Any other business**

Fund raising

LC said that there was an opportunity to fund raise. It would require a small fee. Coleridge Families and the school were due to meet with the individual/agency concerned. He invited governors to attend. The aim was that any money raised would be used to fund the counselling/wellbeing service.

**11. Dates of next meeting**

30 September 2024

**12. Confidential items**

None.

Signed..... Date.....  
Chair of Governors