



## Archbishop of York's CE Junior School & Bishopthorpe Infant School Minutes of the Local Governing Body meeting held on 11<sup>th</sup> May 2023 at 6pm at Bishopthorpe Infant School

**Present:** Kerry Davies, Executive Headteacher  
Fiona Phillips (Chair)  
Rachel Mullen (Vice Chair)  
Nicola Childs *until 19:08*  
Jane Flint  
Derek Angood

Tim Andrew (Vice Chair)  
Emma Daker  
Simon Sykes  
Ros Branton  
Carly Ray *joined 18:08*

**In** Antonio Gargiulo (Assistant Headteacher – BIS)

**Attendance:** Amy Roberts (PE lead) *until 18:53*  
Joanne Block (History lead) *until 18:53*  
Ian Dolben (Link Trustee from SYMAT)  
Caroline Rigden (Clerk)

	<b>Meeting opened 18:05</b>	
1.	<b><u>Welcome and Opening Prayer</u></b> The Chair welcomed everyone to the meeting and explained that due to staff presentations the agenda would be taken out of order.	
4.	<b><u>Headteacher's Report</u></b>  <u>Curriculum Discussion</u> The Headteacher reported that Steve Lewis (CEO of South York Multi Academy Trust) had visited the school to look at curriculum. Aided by Emma Miller, Escrick CE Primary Headteacher, and the Chair, the CEO performed a deep dive in History as a developing subject, and the Ms Miller investigated PE as an area of strength. The Headteacher expressed thanks to Jo Block, History Lead, for their work over the Easter break, taking the outcomes from the deep dive and turning it into a full curriculum plan. This curriculum plan had now been shared to ensure that all teachers could take ownership of their planning. It was highlighted that the previous curriculum had been in place since 2012, so this was a necessary piece of work to update the subject.  <u>History Curriculum</u> The History Lead shared the presentation made to staff and explained how the deep dive had been an interesting experience. Pupils had reacted well, coping with visitors, and questioning. Ms Block explained that the previous curriculum was weighted towards creative topic work across	

other subjects instead of as a stand-alone subject. The curriculum plan should be tailored to both AYJS and BIS where pupils should be enthused about history, running from reception to Y6 with no duplication. The new curriculum was developed using Ofsted's History Review and researching other schools' experiences, with changes made after receiving written feedback from the deep dive. Ms Miller had provided support by sharing Escrick's History curriculum plan and experiences of a recent Ofsted inspection. While useful it became clear that the curriculum needed to work for the school and while the previous curriculum had covered the required knowledge and skills, clear progression could not be evidenced, although staff knew it was happening. The new curriculum plan would rectify this.

An example of planning was shared for one year group demonstrating an overview of the themes and national curriculum, as well as key vocabulary, key points of learning, and subject knowledge and skills, with expected progression. It also gave the opportunity to add challenge for higher ability pupils.

Staff had seen the new curriculum at a meeting earlier that day and liked the clarification given in the planning.

Ms Block explained that the Geography curriculum also required update and should be in place for September, however this was a substantial undertaking as lead for both subjects.

The CEO had suggested assessment should be included as there was no statutory assessment required in these subjects at Primary level, to ensure that key vocabulary and skills could be evidenced, and this would be a good next step to help show progression.

Ms Block explained that the history curriculum update had been a challenging process however there had been excellent teamwork from the staff and the new curriculum would continue to develop and improve, which would benefit both pupils and staff.

The Headteacher commented that a move to separate humanities books would be a positive change to help evidence progression. The Assistant Headteacher commented that the new curriculum plan made it easier for staff to talk about expected development and how that would go up through the KS1 and KS2.

*A governor asked whether a scheme would have been a worthwhile investment.*

The Headteacher replied that relevant schemes had been investigated but did not give ownership of development, which had been a requirement.

*A governor commented that the amount of work that had gone into the development of the new curriculum was appreciated.*

The Headteacher replied that work couldn't be rushed but plans were in place to discuss what changes would be needed for other subjects too. The Headteacher praised the History Lead for their work and how their passion for the subject had been visible during the process.

*A governor asked if History was planned to be taught in chronological order.*

Ms Block explained that this was not the case, especially as there were more resources available for recent history. Wall displays did show a chronological timeline, so pupils would know where it fitted in overall.

The AHT also commented that for younger pupils, history was best taught through their own stories

with family, which would cover terms that could be studied higher up the school in detail.

The Chair gave feedback from their participation in the deep dive. While it was quite tough, it had also been good to have a practice run and had been a useful experience. Staff and pupils coped well during such an intense session. The Chair was pleased to see so much progress had been made.

*Fiona Phillips left 18:30*

#### PE Curriculum

Amy Roberts gave a verbal update on the PE deep dive. The PE curriculum took a holistic approach and was currently used in Key Stage 2 with plans to roll it into EYFS and Key Stage 1.

Ms Miller had performed the deep dive exercise, which went well. There had been no written feedback received yet.

Ms Roberts briefly outlined the PE curriculum, including the PESSPA (Physical Education, School Sport and Physical Activity) approach. Governors could find more information on PESSPA on the school website. The aim of the curriculum was 'Ensuring every child has a success within PE', taking a holistic approach including social, emotional, cognitive, and ability. The curriculum had been updated two years previously and was still being developed although a lot of work had already been done. Ms Roberts briefly described a sample of resources from 'PE Umbrella' which encouraged the use of 'gamification' to make lessons more fun and tended to include a lot of game-based activities. It was clear during the deep dive that pupils enjoyed PE lessons, that were fun, active, enjoyable, and meant everyone had successes.

*A governor asked if Ofsted would understand this approach.*

Ms Roberts replied that school had gathered evidence to support their inclusive approach, including research and pupil voice.

The Headteacher shared that AYJS had been nominated for an award for being the most physically active school in York.

Ms Roberts highlighted that wellbeing was threaded throughout the curriculum. It was not about who was fastest, strongest, or the best. It was about success for the individual in making an improvement. Next steps were to continue developing and improving the curriculum in ensuring that teaching was varied, looking at the whole school approach to the subject, and to observe and record progress.

During the deep dive one of the school priorities, Resilience, was used as a lens for the subject. It had been chosen as pupils often struggled with resilience and the emotional impact it could have. When questioned 'what happened if they couldn't achieve X', pupils answered that they could do it as they were confident from how they were learning. When looking across the planning for year groups, progression was seen going up the school.

Ms Roberts asked if 'Active' could be included in the Vision of the school.

*A governor commented how good it was to see the physical literacy and that children understood it.*

Ms Roberts explained that pupils would self-assess against the targets set in their planners with support from staff, which also helped improve social skills and vocabulary.

*A governor asked if this information could be shared with parents, including the promotion of the wellbeing aspect.*

Ms Roberts suggested that school share this in a future newsletter.

The Headteacher expressed thanks to Ms Roberts for the extra work on fixtures, letters, visitors, and minibus arrangement, using their personal time to encourage pupils and for being a passionate leader.

Ms Roberts explained that a strategy was being developed around how pupils could be active in other lessons. Further knowledge and information would be shared with staff when Ms Roberts had completed the Move and Learn course. In a number of classrooms there were pieces of equipment that pupils could use to be active during lessons, with a plan to be developed on how to use these more effectively.

*A governor asked if the use of deep dives could inform School Improvement.*

The Headteacher replied that it could be a useful tool. Work was needed to bring the whole school curriculum up to speed to get the best for pupils. Deep dives had a place in preparation for Ofsted, as there were questions that might be asked of staff, providing an opportunity to consider how they would answer, and whether there was appropriate evidence.

It was useful for staff to understand the process and to prepare an overview of how a subject was progressing, and what expectations would be required from Ofsted. This would all help monitoring and the development of CPD.

*A governor commented that the deep dives appeared to be time intensive.*

The Headteacher replied that while it was an intense experience, the deep dives provided staff with confidence in being more prepared for an Ofsted visit.

Ofsted had identified Maths would be a priority, so school were preparing for this to be a focus. AYJS had not been inspected since 2011 due to a previous outstanding rating and because a school was given three years grace once joining a MAT. This meant that BIS potentially had the same grace period, as they had only just joined the MAT but the effect of a formal merger of the two schools was unknown.

Other primary schools in the MAT had also had their Ofsted inspections within the last 12 months, so it was an expectation that school would be inspected soon.

*Carly Ray left 18:53*

*Amy Roberts and Jo Block left 18:54.*

*Carly Ray and Fiona Phillips returned 18:54*

### Maths

The AHT gave a Maths demonstration, handing out rekenrek, a visual learning tool similar to an abacus. These were used in Y1 to help the development of mental maths recall, with the intention that use continue into KS2. The theory behind it was explained and gave governors the experience of how the tool was used in school. The AHT explained that Maths was also supported by other resources such as NumBots and TT Rockstars (in KS2), which used certificates to enthuse pupils to continue to participate.

### Phonics

The Headteacher reported that Phonics outcomes were positive in KS1, however, once pupils reached KS2, there was no further development. Staff would need to work on this through CPD, and AYJS staff would be encouraged to work with the BIS KS1 staff to improve their phonics knowledge.

The AHT explained that BIS used the phonics and early reading scheme 'Little Wandle'. Learning sounds and repetition encouraged automaticity using guided reading, learning words associated with the book, and sounding out. There were three sessions on each reading book, one for comprehension, one for general reading, and one for expression. Phonics and reading were assessed every six weeks, highlighting if 1-1 interventions were needed. Little Wandle would be utilised for pupils in KS2 requiring reading interventions.

*A governor asked if there had been workshops for parents to support with phonics at home.*

The Headteacher replied that the workshops no longer happened, but a link could be placed on the website to access the sounds for parents to support pupils at home.

*Nicola Childs left 19:08.*

#### Current issues/updates for governors

The Headteacher informed governors of the medical needs of a pupil that might impact the whole school and local community.

There had been an update to the Safeguarding Report, with a Child Protection Plan added.

#### SATs organisation/updates – Y2 and Y6

The Headteacher informed governors that Y6 SATs were taking place that week, with pupils coping well. One pupil was not taking part due to attending an alternate provision. Y2 had also sat two SATs papers during the week. Their SATs were to take place over a three-week period.

#### Recent performance Management Reviews

The Headteacher confirmed that all teachers had had their mid-year performance management reviews. The three Assistant Headteachers were completing TA reviews.

#### Class organisation

##### *Previously distributed*

The Headteacher explained numbers were lower than expected for the next academic year. It meant staffing levels needed to be considered, reducing from five classes to four.

In KS2 there had been consideration of building in capacity of resources, with an allocation of seven classes, which would work better with TA deployment. This would help with the financial situation. There would be the opportunity to free up the SENDCO to enable them to fulfil their role and for the Assistant Headteachers to have strategic planning time and cover PPA time.

The current Assistant Headteacher for EYFS/KS1 would be returning to their role in Dunnington, with one of the other Assistant Headteachers moving from KS2 to cover this loss. Work was already being undertaken to phase in this change. Escrick Primary School were providing a link to help support this change in role.

*A governor enquired if parents had been informed of the changes yet.*

The Headteacher explained that information would go out to parents, with an explanation of the changes, later in the year.

*A governor asked how pupils were put into classes of mixed year groups.*

The Headteacher replied it would depend on the needs and support requirement of pupils. Academic expectations and friendships would also be considered, so pupils would have a friend in their class.

*A governor was concerned about the mixing of year groups and wondered how it would work in*

	<p><i>practice.</i></p> <p>The Headteacher explained it was common in other schools within EYFS/Y1. The preference would be to keep EYFS and Y1 separate as they had different curriculums.</p> <p>If school were to change the PAN (pupil admission number) from 50, then that would reduce the ceiling. Of the incoming pupils in September 2023 only 20 were from the catchment area.</p> <p><u>School on a Page (SOAP)</u> <i>Previously distributed</i></p> <p>The School on a Page document had been updated and available to view on Decision Time. This would be added to the Resources area on Decision Time for easy access.</p> <p><b>ACTION:</b> Headteacher to add SOAP to resources section on Decision time. Clerk to assist.</p> <p><u>Link governor roles</u></p> <p>The Headteacher suggested that link governor roles should be attached to school priorities, e.g. maths, while also retaining Safeguarding, SEND and Health and Safety as stand-alone link governor roles.</p> <p>The Headteacher would circulate a list of roles for governors to decide if there was an area they might be interested in. This would be finalised at the next meeting.</p> <p><b>ACTION:</b> Headteacher to send suggested link roles.</p> <p><i>A governor asked if the school priorities would stay the same for next year.</i></p> <p>The Headteacher suggested that focusing on resilience, writing, leadership and management, and subject leadership would be good priorities.</p> <p>As there was no current link governor for SEND the Headteacher asked for a governor to take on this role and Rachel Mullens, agreed to take on the role. Tim Andrew could then focus on Safeguarding and would meet with the Headteacher to discuss this further.</p> <p><b>ACTION:</b> Clerk to share training and useful information to help prepare for the SEND link role.</p> <p><b>ACTION:</b> Headteacher and Tim Andrew to meet to discuss Safeguarding.</p> <p><u>SYMAT on a page</u> <i>Previously distributed</i></p> <p>The Headteacher explained that this was a new document. It had encouraged schools to grade themselves on the criteria using 1 – 4 scales. The school was mainly ones and twos, although some quality of education were marked as a three. It helped to flag where strengths were, not just in AYJS and BIS, but in other MAT member schools too. Other schools had already had a recent Ofsted and this had helped them improve.</p> <p>The document would be added to the resources folder on Decision Time for easy access.</p> <p><b>ACTION:</b> Headteacher to add SYMAT on a page to resources on decision time.</p>	<p>HT &amp; CLERK</p> <p>HT</p> <p>CLERK HT &amp; TA</p> <p>HT</p>
2.	<p><b><u>Apologies for Absence and Declarations of Interest</u></b></p> <p>Apologies were received from Simon Bray, with consent.</p> <p>There were no declarations of interest.</p>	
3.	<p><b><u>Minutes of the previous meeting 14<sup>th</sup> March 2023</u></b></p> <p>Previously distributed.</p> <p>Governors agreed that the minutes were a true and accurate record of the meeting, and they were</p>	

duly approved.

**3.1 Action Plan and Matters arising not elsewhere on the agenda**

	Action	Update
1.	Check with EY lead re: raising the number of pupils attaining a Good Level of Development (GLD)	Complete. A discrepancy in the report had been noted and clarified.
2.	Bible verse should be reviewed on an annual basis.	Complete. This would be picked up at a Staff meeting in autumn term
3.	Produce an Annual Safeguarding Report	Carry forward to next meeting
4.	EHT to ask Carol Pearce to contact Rachel Mullen regarding issues around trustees for the BIS School Fund	Complete

**5. Governors**

The Chair requested that the training tracker to be added to the resources section on decision time and updated at the beginning of every term. Any relevant training courses not completed with CYC or NGA online could be added to the training record by sending an email to the clerk with the details to be added to the record.

**ACTION:** Clerk to add Training Tracker to resources and update every term.

Jane Flint had been ratified as Foundation governor by the local Parish.

It was noted that there was a vacancy on the governing board of a Foundation governor. It was suggested that Rev. Simon Bray be consulted on next steps.

**ACTION:** Chair to talk to Simon Bray about the foundation governor vacancy.

**CLERK**

**HT**

**6. Child Protection/Safeguarding**

Covered in the Headteacher's report.

**7. Health and Safety reports**

The Headteacher informed governors that Ros Branton, Office Manager based at Bishopthorpe Infants, would be covering the Health and Safety and Premises role across both sites.

It was agreed by governors that recent reports received should have an overview placed in the resources section of Decision Time.

**ACTION:** Place recent health and safety reports in resources section on decision time.

The Headteacher expressed concern about both the derelict swimming pool and the pond, and this was an immediate and pressing concern. The Headteacher highlighted the issues around access to the swimming pool by trespassers. There was a small amount of water in the pool and this was a danger. As the pool had been unused for years, and had been picked up on by the DfE, investigations into how it could be demolished should be a priority. There had been increased signage to discourage

**HT**

	<p>people going near it and quotes had been sought for demolition. This was likely to cost a significant amount of money but was essential work.</p> <p>Regarding the pond on the roadside, there was no safety barrier which was also a concern. Access to the pond had been previously raised and the school would need a solution to make this safer. It was agreed that the Headteacher would work with Simon Sykes on this.</p> <p><b>ACTION:</b> Ros Branton will arrange a meeting with Simon Sykes to discuss potential solutions to make the pond safer.</p> <p>The Headteacher informed governors about an unplanned fire alarm at BIS, due to baking biscuits. This highlighted issues that would need be looked at and resolved. There had been a plan for a fire test later in the day, which did not go ahead.</p>	RB/SS
8.	<p><b><u>Surveys – parent and pupil</u></b> <i>Previously distributed</i></p> <p>The Headteacher explained all SYMAT schools had taken part in the surveys. Some results had been shared with staff and parents to show next steps were being taken on some of the issues raised.</p> <p>Some specific feedback was shared with governors: Parents events were good as this gave parents the opportunities to see their children in school setting, for example, the Coronation picnic. School trialed staggering the events from BIS and AYJS so that parents could attend both if required.</p> <p>Parents felt school sent out too many communications. School were looking at moving to a single platform for information sharing. The move to ParentPay across both schools would make it easier when paying for items for multiple children.</p> <p>Feedback was received on the surveys themselves. Some parents found it was too secondary school focused, and there were concerns that when entering some information, although it should have been anonymous, that some teachers were easily identifiable.</p> <p>There was also a comment from staff at BIS that the pupil voice was aimed too high for their understanding and how this could skew some of the results.</p>	
9.	<p><b><u>Foundation Governors report</u></b> None given as Simon Bray was not present.</p>	
10.	<p><b><u>Correspondence</u></b> None received.</p>	
11.	<p><b><u>Matters delegated from the Board of Trustees</u></b></p> <p>Ian Dolben, Link Trustee from SYMAT, gave a verbal update to governors.</p> <p>There was a proposed new scheme of delegation, which attempted to simplify the document. The main change was that the Headteacher would no longer be part of the Local Governing Body so it would be easier to hold them to account. It would become an Ex-officio role and would be non-voting.</p> <p>Comments were welcomed on the changes and could be emailed direct to the Link Trustee.</p> <p>The Chair asked if this draft document could be shared with governors, and it was confirmed it could</p>	



	<p>be by Mr Dolben.</p> <p><b>ACTION:</b> Chair to share the proposed Scheme of Delegation with governors.</p> <p><i>A governor asked if the Headteacher was removed from the governing body, would another governor role be needed to replace them to complete the governing body.</i></p> <p>Mr Dolben replied that this matter would need looking into.</p> <p>Mr Dolben commented that the MAT was glad to see the governance arrangement between Archbishops York Junior School and Bishopthorpe Infant School was working out. The Trust wanted to look at the formal merger of the schools and how this should be handled. It was agreed that communication with staff and the local community was a key part of this.</p> <p>The Headteacher asked if they could get clarity on the support provided and it would be useful to feedback how the merger was working from the Trust's side. The Headteacher highlighted that staff and parents needed to know more about how the merger was progressing.</p> <p>Mr Dolben agreed and would take this back to the MAT board.</p>	<b>CHAIR</b>
12.	<p><b><u>Matters to report to the Board of Trustees.</u></b></p> <p>The Headteacher raised a concern that had come to their attention. Through a local Parish Council meeting, a person made the comment that an elderly resident on school grounds would be evicted as BIS had been sold and the land was to be redeveloped meaning they would lose their home. The rumor spread to the resident, who was devastated by it. The resident's family got in touch with the school and the Parish Council. The Headteacher had contacted the local councillor who had confirmed this was not true, and the Head had then spoken to the resident to address their concerns and to explain it was a rumor. The Headteacher requested the Parish Council minutes were checked to ensure that they don't imply this is happening.</p> <p>The Headteacher made a request for clear communication about the future of the schools following the merger.</p>	
13.	<p><b><u>Confidentiality</u></b></p> <p>No items were marked as confidential.</p>	
14.	<p><b><u>Dates of next meetings – all at 6pm</u></b></p> <p>Tuesday 28<sup>th</sup> June, 6pm</p> <p>Plan a post SATs meeting for governors to celebrate</p> <p>Share school events – group email.</p>	
18.	<p><b><u>Any Other Business</u></b></p> <p>There was no other business.</p>	
	<p><b>Meeting closed 20:06</b></p>	

## Action plan from Local Governing Body meeting held on 11<sup>th</sup> May 2023

	<b>Action</b>	<b>Item</b>	<b>Person</b>	<b>Date</b>
1.	Headteacher to add SOAP to resources section on Decision time. Clerk to assist.	4	Headteacher/Clerk	ASAP
2.	Headteacher to send suggested link roles.	4	Headteacher	Before next meeting
3.	Clerk to share training and useful information to help prepare for the SEND link role.	4	Clerk	ASAP
4.	Meet to discuss Safeguarding.	4	Headteacher/Tim Andrew	Before next meeting
5.	Headteacher to add SYMAT on a page to resources on decision time	4	Headteacher	ASAP
6.	Clerk to add Training Tracker to resources and update every term.	3	Clerk	ASAP
7.	Chair to talk to Simon Bray about the foundation governor vacancy.	3	Chair	Before next meeting
8.	Place recent health and safety reports in resources section on decision time.	7	Headteacher	ASAP
9.	Ros Branton will arrange a meeting with Simon Sykes to discuss potential solutions to make the pond safer.	7	Simon Sykes/Ros Branton	ASAP
10.	Chair to share the proposed Scheme of Delegation with governors.	11	Chair	ASAP

### **Items for future agenda**

Link governor roles

Safeguarding report in next meeting.