

THE GOVERNING BOARD OF PENTLAND INFANT AND NURSERY SCHOOL

Minutes of the Meeting of the Full Governing Board held at 5:15pm at the school on Wednesday 21 May 2025.

PRESENT

Mr A Mulla (Chair), Mrs N Addison, Miss H Child (Acting Head Teacher), Mrs E De'Ath, Mrs O Khan (part), Mr S A Patel, Mrs S Patel (part), Mrs A Tabassum.

In Attendance

Mrs K Constantinou (staff) (part)
Miss T Shaikh (School Business Manager) (part)
Mrs N Whitelaw (minute clerk)

63. APOLOGIES FOR ABSENCE, CONSENT AND DECLARATIONS OF INTEREST

Apologies for absence were received from Mrs T Khatun (consent) and there were no declarations of interest.

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

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

- GDPR

The agenda was taken out of order at this point to allow Mrs Constantinou to present.

65. PE AND SPORTS PREMIUM FUNDING

Mrs Constantinou had circulated a report into PE and Sports Premium prior to the meeting. She provided an overview of key points from the report.

The Department for Education had clear stipulations about how Sports Premium funding should be used, which was to develop and add to the sports provided, ensure the engagement of all pupils, develop pupil confidence in participating in sport and broadening the range of activities available in the school.

Pentland had allocated Sports Premium funding in the following way:

- Whole class sets of resources to support PE lessons, for example skipping ropes, tennis balls. This allowed all pupils to be active during PE lessons rather than waiting for their turn.
- The resources for the KS1 outdoor shed. This was a self-access shed which could be used during break and lunch times. The aim was for pupils to increase their physical activity during these times. The resources purchased were sustainable.

Mrs Patel joined the meeting at 5.22pm.

- After school club partnership with Project Sport. There was a multi-skills club and a football club after school to broaden pupil engagement with competitive sport.

- A set of balance bikes for break and lunch times. These would increase regular activity and support the development of gross motor skills. One bike had been trialled to test for robustness and sustainability. The school was satisfied so additional bikes had now been purchased.

The school was currently exploring options for cycle training. The first was through Bikeability. The second option was to train members of staff to deliver balance bike sessions within school.

- Helmets for use with the balance bikes.

The remaining budget from Sports Premium was to be spent on the following items:

- An EYFS activity shed for the early years playground with resources.
- Playground markings for the early years playground. These would have a physical activity focus to encourage more movement.
- Surfacing under the climbing frame.
- Bushcraft activities.

Mrs Constantinou explained to governors that the final Sports Premium report would be published on the website by the end of the year and circulated to governors at that time.

Miss Child shared that a CPOMS review showed that there had been a reduction of behaviour incidents during break and lunch times. Staff felt that participation in activities had contributed to this.

Q: Are all children given the opportunity to attend after school clubs?

A: Clubs are open to all. We allocate places to pupil premium children who apply first. Across the year we try to ensure that all children can access a club. We try to provide accessible clubs for those with additional needs.

Q: Are the clubs popular?

A: Yes, they are oversubscribed. Since we have started charging attendance is much better. It costs £5 per half term.

Mrs Constantinou set out priorities for spending of Sports Premium funds in the following year. These would be staff CPD, broadening the range of clubs, a cycling programme and working to ensure pupils with SEND access sport.

Governors thanked Mrs Constantinou for her work on the report and the Sports Premium budget. They also shared thanks for her work supporting Miss Child in her role of Acting Head Teacher.

Miss Constantinou left the meeting at 5.40pm.

Mrs Khan joined the meeting at 5.40pm.

66. REPRESENTATION

- (a) Governors noted the following matters of representation:

<u>Appointment</u>		
<u>Name</u>	<u>Category</u>	<u>With Effect From</u>
Mrs Ayesha Tabassum	Co-opted	11/3/2025

- (b)
- Re-confirmation of Mrs Ayesha Tabasumm as Co Vice-Chair of Governors

Governors agreed unanimously to re-confirm Mrs Tabassum as Co Vice-Chair.

RESOLVED: That Mrs Ayesha Tabassum be re-confirmed as Co Vice-Chair of Governors.

- (c)
- Appointment of Co-opted Governors to fill two vacant seats.

Governors agreed to postpone the appointment of new co-opted governors until the following academic year.

- (d)
- Parent Governor Election

Governors agreed to postpone the parent governor election until the following academic year.

67. MINUTES OF THE MEETING HELD ON 11 MARCH 2025

RESOLVED: That the minutes of the meeting held on 11 March 2025 be approved and be signed by the Chair as a correct record, subject to an amendment to page 24. Mrs A Tabassum to be added to the apologies for absence (consent).

68. MATTERS ARISING

- (a)
- Representation (Minute 48(b) refers)

The skills audit had been circulated to governors.

ACTION: To return the completed skills audit to Mr A Mulla

- (b)
- Head Teacher's Report: Safeguarding (Minute 52(c) refers)

Miss Child circulated an anonymised sample CPOMS report in the meeting and explained different aspects of the report to governors. She outlined an analysis of CPOMS which showed that the largest category was pre-existing injuries, and attendance.

Q: How long has the school used CPOMS?

A: A number of years, however how we use it has changed. It now has more features and labels, such as SEND and a document store.

Q: How long do you keep the CPOMS records?

A: They get archived and move to the next school with the pupil.

Q: Does completing CPOMS take a lot of staff time?

A: Yes, it can do. It is a legal document, so it needs to be detailed and accurate. For example we would use the exact wording from a parent. Sometimes this means staff need to fill it in straightaway.

Q: Do all schools use CPOMS?

A: Schools can use different systems, but most do use CPOMS.

Miss Child outlined a new category of 'niggles' which was where staff could add information that would add to the overall picture of a pupil. For example, it could be that a child had arrived two days in a row with no breakfast.

Q: Do staff feel pressured to pick things up?

A: It is a key part of the job. It is the first training we run every year. It is also a lot of work for the designated safeguarding lead, as they will always respond to a CPOMS entry. This might just be something like 'please continue to monitor'.

(c) Policies for Approval (minute 56 refers)

Miss Child had completed a table to policies for review, this was circulated in the meeting.

(d) School Self-Evaluation (minute 57 refers)

This action was reported as ongoing.

ACTION: Confirm when the school self-evaluation risk assessment would be distributed.

(e) Governor Training and Governor Visits

This action was reported as ongoing.

ACTION: Contact the school to arrange visits.

69. REPORTS FROM COMMITTEES

(a) Resources: 29 April 2025

Governors noted receipt of minutes from the resources committee.

70. HEAD TEACHER'S VERBAL REPORT AND GOVERNORS' QUESTIONS

(a) Subject Leader Presentation: Maths

Miss De'Ath, as subject leader for maths, gave the following report.

In KS1 there was streaming for maths sessions to ensure that all pupils got the input they needed and could access the curriculum.

Maths Mastery was being implemented across the whole school. This was designed to ensure pupils became more fluent in the basics of maths, for example knowing number bonds. There had been a large amount of staff training on Maths Mastery.

There had been observations of maths teaching and learning, which had been very positive. Staff had been collaborating well across the school.

The school used the White Rose scheme which gave a more structured approach and allowed progression of skills. Teachers had been seeing improved vocabulary and reasoning skills within maths lessons.

Fluency Bee continued to be embedded. This gave pupils an additional maths session in the afternoon to refresh their learning.

Each classroom had maths toolkits with a range of resources for pupils to use during maths, for example Numicon, counters and so on. Pupils could access these freely when needed during lessons.

The White Rose workbooks were used flexibly. Teachers could skip sections, or could come away from the books to do some additional work and so on.

Q: Is Fluency Bee for the whole class?

A: Yes.

Q: Are there some children who are already fluent in the skills that might get bored in these sessions?

A: There are some who already have the skills, but we emphasise to them that it is very important to get the skills fully embedded, so they become automatic. Fluency Bee gives lower attainers in the class a chance to shine, and it offers reinforcement to other learners. We teach in mixed ability pairs, so sometimes pupils who have understood can explain it to their partner, which also boosts their own learning.

Miss De'Ath outlined the following future priorities for maths:

- Ensuring ECTs have the opportunity to explore White Rose maths fully to be able to implement it with confidence in their classes
- Embedding White Rose in nursery and reception
- Ensuring the consistency of working walls in classrooms

Q: Is all the planning done for teachers through White Rose?

A: Yes, the planning is provided however we expect teachers to use it flexibly. Some topics need tweaking, for example the money topic. We needed to strip that back and give more practical sessions as many of our pupils had never seen real money. We want to empower staff to use White Rose as they see fit for their class.

Miss De'Ath explained that maths teaching had changed for the better since the introduction of White Rose. Teachers were now confident on the small steps needed and the progression of skills.

Q: What do you need from governors as a subject leader?

A: Maths is well resourced. The main thing we need is time, for example to feed back to staff about training, and time for staff to explore the resources we have.

Governors thanked Miss De'Ath for her report and her continued work as maths subject leader.

(b) Subject Update: English

Miss Child gave the following update.

Staff were continuing to embed reading programmes across the school. There had been positive progress seen through learning walks. Staff had participated in training for Little Wandle. There had been a change to planning for reading which has supported better staff workload. Resources had been streamlined and were available ready for staff to use. The school continued to promote reading for pleasure, for example with the recent Book Fair which had raised £450.

Priorities for reading were to review and replenish the book stock, to continue to embed reading for pleasure and to develop the reading friends.

In phonics, Little Wandle continued to be successful. There were weekly updates from the company with a large amount of training. Miss Child highlighted that Little Wandle had made a positive impact on consistency and progression within phonics teaching. The next step was to consider how pupils who were not able to learn to read fluently using phonics could be better supported (for example, pupils with SEND needs).

Miss Child explained to governors that writing had been on the school development plan for a number of years. The English Hub had provided guidance on how to take teaching back to basics, with a focus on what the children really needed to know. This has led to staff simplifying expectations to avoid cognitive overload for children. The government was currently reviewing writing, so any new guidance would feed into the new scheme within the school.

Q: Does the simplification mean that the creative side of writing has gone?

A: The creativity happens in the whole class input, or once pupils are competent writers. Before then, they need to focus on the mechanics of writing.

Priorities for writing were to review the handwriting scheme, to create a more explicit SPAG programme and to update the writing framework once government guidance was published.

Q: Are there lots of opportunities for staff training in different subjects?

A: We do flag up the courses available, and we have the budget for it. The Maths Hub provide good training. Historically there have been networks for all subject areas within the LA, however these have mostly stopped. Lots of subjects have no CPD available. The English Hub offers free training and audits, and there is an English conference in a few weeks. There is the Dewsbury Learning Partnership, this covers literacy, Early Years, RE and computing.

Governors gave their thanks to Miss Child, SLT and the whole staff team for their continued work on school improvement, and for their commitment to the school whilst the Head Teacher had been off. When the Head Teacher returned, a priority would be ensuring Miss Child was able to catch up on the SENCo role.

(c) Safeguarding

Safeguarding and CPOMS training was up to date. There were 450 CPOMS entries for the year. 145 of these were pre-existing injuries, 62 were for niggles, 59 for attendance, 56 for behaviour, and 40 were for parent meetings. There were between 40 and 50 entries per month.

(d) Staffing

Miss Child reported that staff attendance was having a big impact. There were three members of staff on long-term sick leave. Protocols were being followed and the school was working with HR. Staff within the school continued to work hard to ensure the impact was not felt by pupils. This included providing cover and running interventions.

(e) Support plans

Miss Child advised that there were no LAC children and none on CIN. There was one on TAF support and three pupils on EHCPs. There were seven pupils on MSPs, (now i-APDR), whose needs were managed in class through tailored teaching. There were twenty-four pupils on IEPs.

(g) Pupil Premium (PP)

The school currently had eighteen children eligible for Pupil Premium. Funding was spend on targeted small group intervention, ELSA support and support with educational visits.

Outcomes for pupils eligible for Pupil Premium would be brought to July Standards and Effectiveness once moderation had taken place.

(h) Continuing Professional Development

Staff had undertaken the following CPD, as appropriate to their roles:

- Speech, Language and Communication needs
- Lockdown training
- Portage training
- Maths Mastery
- SENCo training

(i) Attendance

Miss Child reported that attendance had been down for the half-term. Attendance had been impacted by the Bank Holiday. There had also been an outbreak in reception, 50% of pupils had been off with a high temperature. This had been reported, but no further action was required. The school had drafted letters to be sent to parents of pupils whose attendance had dipped. Persistent late arrivals accounted for a large part of the absence, the school was working to explore why this was the case with families.

(k) Curriculum/ Enrichment activities

Miss Child commented on the number and range of curriculum and enrichment activities including World Book Day, ducklings, the book fair, school photos, and Eid party and a mothers' day craft afternoon.

(l) Health and Safety/ Premises

Miss Child reported that a successful fire evacuation drill had taken place.

The Chair thanked the Acting Head Teacher for her detailed update, for all her hard work and for meeting the challenges so well.

Governors discussed the format of the report and agreed that they would prefer a written report sent out prior to the meeting. They did not feel that the verbal report reduced workload for the Head Teacher.

Mrs T Shaikh arrived at 6.15pm

The agenda was taken out of order at this point to allow Mrs Shaikh to present the budget.

71. FINANCIAL MANAGEMENT AND MONITORING(a) School Budget 2025/6

The budget had been circulated prior to the meeting.

Mrs Shaikh outlined savings from the previous budget. These included savings from administrative costs, ICT and staffing. The savings had led to an underspend.

The budget for 2025/6 was lower due to a drop in pupil numbers. However, due to the underspend in 2024/5, the deficit had still been reduced.

There had been an allocation from Kirklees from the Pupil Growth Fund.

There had been some changes to the staffing model. Miss Child explained that the school wanted to return to a teacher-led nursery provision in the mornings. The current practitioner was undertaking aspects of the teacher role, such as writing IEPs and reports, which was not reflected in the practitioner pay. The Early Years lead was required to spend time supporting the practitioner within these actions, instead of carrying out the strategic aspects of her role. The decision had been reached to recruit a temporary fixed term nursery contract.

Miss Child outlined the pupil numbers for September. Reception would have forty pupils, although this was provisional. Year 1 would have 32 pupils and Year 2 would have 33. This was a total of 105 pupils, which was only a drop of two from the previous year.

The pre-school had 15 this year and would reduce to 5 in September. Nursery would have around 28 children in September.

Q: Does the pre-school dropping from 15 to 5 have an impact on staffing?

A: We still need two, it is a 1:5 ratio. We anticipate the numbers will increase. The plan is provisional, for example if it went up to 11 then we would need 3 staff.

Miss Child outlined the plans for a new SEND room. This included six pupils with three full time TAs. This was cost effective, as each of these pupils would have had one TA within the classroom. The 1:2 ratio gave flexibility if pupils were able to go

back their mainstream class. It was not a teacher-led provision, pupils would remain on the register for their mainstream class and have time with their peers.

Within the budget, staff costs had previously been 90.5%. It was recommended that staff costs should be between 75 and 80%. The restructure had brought staffing costs to 78%.

Governors thanks SLT and the SBM for their hard work on this.

Q: How are you managing without a caretaker?

A: We have advertised three times and not had any appropriate candidates. We are currently using a peri service, which is working well for day to day things, however we are starting to see some parts of the school that need more TLC. The next port of call will be a job centre, however this is difficult because we cannot accept CVs.

Kirklees finance team were supporting SLT to look at other ways of reducing staffing costs. There were some members of support staff who had been employed in January 2024, November 2024 and December 2024 whose contracts were coming to an end. The school would be advertising internally for one SEND support staff, this would be open to the five members of staff affected by contracts ending.

Other changes within the budget included an 8% reduction in energy costs, a 35% increase in water charges and a 10% increase in buy backs from Kirklees.

The underspend from last year meant there was a healthy contingency.

The three year financial projection showed the school moving in the right direction to remove the deficit.

RESOLVED: That the governors approve the school budget 2025/6.

Mrs T Shaikh left the meeting at 7pm.

72. PREMISES UPDATE

There were a few major jobs that needed to be done. The hall needed new concertina doors. The main entrance door needed fixing or replacing so it did not remain open. The office meet and greet door needed fixing so it was more secure.

73. STAFFING UPDATES

Matters under this item had been covered within the Head Teacher's report (minute 70(d) refers) and the finance report (minute 71(a) refers).

74. SCHOOL DEVELOPMENT PLAN

Miss Child reported that she was continuing to work on the School Development Plan. Priority One was writing and phonics. Priority Two was subject leadership. This had been difficult due to covering long term sick leave. Staff had to prioritise PPA cover rather than subject leadership. Priority Three was EYFS. Priority Four was a whole school improvement culture. Whilst the school was making headway with all of these priorities, work was still ongoing.

75. ATTAINMENT AND PROGRESS DATA OVER THE YEAR

Miss Child reported that both attainment and progress were looking positive. Further detail would be given in the July Standards and Effectiveness committee once data had been fully analysed and moderated.

76. POLICIES FOR APPROVAL

Agenda Item 19, Any Other Business (GDPR), was also covered within this section.

Miss Child explained that there had been a data breach, where a sheet of paper containing pupil details had accidentally been taken home by a pupil with a colouring sheet. The parent returned it to school the following day. Measures were immediately put in place and incident was reported to the DPO who were happy with the steps that had been taken, and recommended that no further action was needed. Staff were reminded of appropriate practices, and updated were also provided in briefing notes.

As a result of this breach, it had been found that the school's GDPR policies needed reviewing. The school had now received model policies, which had been updated and circulated to staff. There were also training videos available for staff.

RESOLVED: That the following policies be approved:

Data Breach Procedure, Data Protection Policy, Parent Privacy Notice, Pupil Privacy Notice, Workforce Privacy Notice, Subject Access & Pupil Information Procedures.

Mrs O Khan and Mrs S Patel left the meeting at 7.10pm.

77. WELLBEING AND MENTAL HEALTH

Governors shared thanks to all staff and how well they had worked together during long term sickness absence. They acknowledged the brilliant team.

78. ANNUAL EVALUATION OF GOVERNING BOARD'S EFFECTIVENESS

This was postponed to the next meeting.

79. ACADEMISATION

This was currently not on the agenda.

Q: Would there have been any advantages to being in a MAT with the Head Teacher off?

A: Potentially. We have managed, but there would have been additional layers of support available within a MAT.

80. GOVERNOR TRAINING AND GOVERNOR VISITS.

Miss Child gave thanks to those governors able to support the school trip. Governors were encouraged to arrange a visit to the school before the end of the school year.

81. ANY OTHER BUSINESS

This item had been covered under policies for review (minute 76 refers).

82. DATES OF FUTURE MEETINGS AND POSSIBLE AGENDA ITEMS

RESOLVED: That the next meetings of the Governing Board be held on:

- (i) 8 July 2025 - S&E Committee (Rescheduled from 24 June: revised date proposed at S&E Committee on 4 March)

83. AGENDA, MINUTES AND RELATED PAPERS – SCHOOL COPY

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

The Chair thanked everyone for attending and closed the meeting at 7.15pm.

ACTION LOG:

Minute	Action	By Whom
68(a)	<u>Representation</u> To return the completed skills audit to Mr A Mulla	All governors
68(d)	<u>School Self-Evaluation</u> Confirm when the school self-evaluation risk assessment would be distributed.	GCS
68(e)	<u>Governor Visits</u> Contact the school to arrange visits.	All governors