



Ysgol Uwchradd LLANIDLOES High School

**GOFAL**

Giving Opportunities For All to Learn



## MINUTES

**Llanidloes Schools' Federation Governing Body Meeting; Wednesday 9<sup>th</sup> February 2022, 6.30 pm via Teams on Hwb**

### PRESENT

Margot Jones, Daniel Owen, Elen Chenetier, Lauren Morris, Clare Bound, Christoph Schultz, Linda Broughall, Phyl Davies, Ruth Davies, Jamie Jones, Dan Craig, Diane Jones-Poston, Alun Moses, Lorna Morris, Adrian Foulkes, Kelly Hawkins, Karen Swann, Jess Taylor, Harvey George

### IN ATTENDANCE

Lisa Ashton (primary school deputy headteacher), Catrin Taylor (secondary school deputy headteacher), Helen Rees (clerk)

#### 1. APOLOGIES FOR ABSENCE

Apologies were received and accepted from Gareth Morgan.

*The meeting was quorate, therefore business proceeded.*

#### 2. DECLARATION OF INTEREST/BUSINESS INTERESTS

There were no declarations of interest made relating to items on this agenda.

#### 3. MEMBERSHIP

There were no vacancies on the governing body. Jess Taylor and Harvey George were welcomed to their first meeting as Associate Pupil Governors.

#### 4. BUSINESS OF MEETING

The order of business was varied for item 7 iii.

#### 5. MINUTES OF PREVIOUS MEETING

The minutes of the meeting of the governing body held on 8<sup>th</sup> December were confirmed and would be filed in the schools' file.

## **6. MATTERS ARISING FROM THE MINUTES NOT INCLUDED ELSEWHERE ON THE AGENDA**

There were no such matters.

## **7. COMMITTEE MEETINGS**

### ***i. Pupil Discipline and Exclusions committee***

The committee reported the decision made at the meeting held on 12<sup>th</sup> January to uphold the permanent exclusion imposed by the secondary school.

### ***ii. Curriculum and Strategic Planning committee***

This committee had met on 27<sup>th</sup> January and the draft minutes had been shared with all governors. The committee had heard presentations from primary and secondary staff on four different AoLEs. Governors had been interested to learn how staff had been developing their new curriculum content and considering how the statements of what matters would contribute to realising the four purposes. Governors had enjoyed hearing the passion of staff for their subjects and teaching but recognised that having four presentations at one meeting had made it difficult to give thorough consideration to such significant work and decided to ask for just two presentations at subsequent meetings. It was also decided to ask for an AoLE presentation to be made to the full governing body so that all governors were aware of the substantial nature of the work being undertaken by the staff of both schools.

***Diane Jones-Poston and Adrian Foulkes joined the meeting***

## **8. AoLE PRESENTATION; HUMANITIES, SECONDARY SCHOOL**

Jamie Jones presented a review of preparations for the new Humanities curriculum at the secondary school. There would be a dynamic cycle of continuous review and improvement which had started with an audit of the curriculum and what was considered necessary to engage with the four purposes and ensure that the love of learning was fostered in all pupils. Staff had discussed their vision for the AoLE, the importance of Cynefin and the many possibilities for collaborative projects with other AoLEs.

The next stage had been to develop a detailed planning tool with the scheme of work for the whole Humanities curriculum. Each item was clearly linked to a statement of what matters. A survey of pupils in Year 10 who had just finished KS3 had been undertaken which had confirmed that experiential learning was important to pupils. The document would be constantly reviewed and adapted according to the needs of the current pupils. The planning tool had been widely shared with colleagues at the school and other schools.

An overview of each curriculum area within the AoLE (Geography, History and RE) had been produced which showed that there were many cross-curricular links, for example, to Business Studies, Economics, Citizenship and Sociology. The department had undertaken detailed lesson planning and resourcing which, again, would be subject to constant review and development. Each was aligned to a statement of what matters and many were currently being trialled to assess effectiveness.

Methods of pupil assessment were currently being planned, trialled and refined. It was hoped to develop a consistent whole-school approach which would meaningfully track pupil progress.

The whole AoLE team was thanked for the considerable volume of work undertaken. Governors thanked Mr Jones for his enthusiasm and impressive presentation and the headteacher commented that the Humanities

provision was outstanding and amongst the best in Wales with a very high value added at the end of Key Stages 4 and 5.

### ***Kelly Hawkins and Karen Swann joined the meeting***

Governors recognised the significant challenge that a gradual roll-out of the new curriculum presented to the secondary school and agreed that the cross-curricular links that had been identified were critical to effective life-long learning and future employment.

Governors asked whether it was realistic to develop a curriculum based on what pupils wanted to learn when they would be tested on a set syllabus at the end of Years 11 and 13 and were told that it was not yet known how GCSEs and GCEs would fit with the curriculum for Wales and that there would be a full review of the examination system. Governors debated the relative merits of end of key stage examinations and ongoing teacher assessments and recognised that the Welsh Government had only three to four years to complete a review and make a decision. Planning centred on the four purposes had been found to be highly effective as pupils' learning was most successful when they were interested and engaged.

Governors commented that the inclusion of pupil voice was impressive and asked if community and parental views could also be sought to improve their sense of ownership and whether Curriculum Area Leads were given time and support to communicate their enthusiasm to all stakeholders and receive their feedback. Governors were told it had been decided to keep the approach simple in the first year in recognition of the high workload of staff who had already worked through very challenging times and that there was scope for more community involvement in the future. The headteacher had given generous time and resources to facilitate planning and development. Although the Welsh Government had allowed secondary schools to delay rollout of the new curriculum until September 2023 if they wished, all staff wanted to start the rollout in September 2022.

Governors agreed that it was important to understand the challenges and offer support to staff as well as acknowledge their work and celebrate their achievements. In order to fully understand the work that was being done in the schools it was decided to ask for an AoLE presentation at every full governing body meeting.

## **9. POLICIES AND PUBLICATIONS**

Governors were told that the Complaints Policy was based on the new LA template policy for schools.

The primary school Marking Policy had been reviewed and updated to include the four approaches to marking and feedback. The headteacher explained these approaches to governors and hoped that governors would be able to see all the approaches and their impact when they visited school.

Governors asked if there was continuity with the secondary school and were told that a new Teaching, Learning and Assessment Policy was being written, detailing precise feedback methods which would follow the most recent research. Currently the Humanities department used a praise, target, action approach with the highest expectations being set for all pupils. The Expressive Arts department used one spreadsheet to track all pupils in Years 7, 8 and 9 with each progression step for every pupil being completed according to a traffic light system. Governors were told that feedback had been found to have the second highest impact on pupil achievement. The new policy aimed to give staff flexibility and provide examples. The next step would be to provide snapshot cameo videos for information and use in staff induction.

The Attendance Policy, Data Protection Policy and Equality Plan all followed LA templates and were largely unchanged.

Governors agreed to adopt all five policies.

Discussion of the remainder of the policies detailed on the agenda would be deferred until the next meeting of the full governing body.

## **10. DELEGATION OF FUNCTION**

Karen Swann had stepped down as the second governor with specific responsibility for ALN. It was commented that the new ALN Code was driving many changes in this area but that the LA was providing useful governor training. MAT learners were also included in the definition of ALN. Governors were asked to contact the clerk if they were interested in taking on the role.

## **11. MENTAL WELLBEING OF PUPILS AND STAFF**

The chair had been asked to add this agenda item by another governor and suggested that governors might like to ask any questions to be answered by the headteachers at the next meeting. It was noted that wellbeing had been regularly discussed at governing body meetings.

The associate pupil governors were asked for feedback and commented that it would be helpful to facilitate improved access to support for less confident pupils and ensure that all pupils were aware of the range of wellbeing measures available. It was also felt that encouraging interaction between the year groups would be beneficial; many pupils would be pleased to share their experiences to help others and pupils would be more confident and comfortable sharing concerns with those to whom they could relate more closely. The headteacher would discuss these points further with the sixth form. Governors commented that pupils in Years 12 and 13 had had a very difficult experience through the pandemic with the added stress and pressure of not having taken public examinations before and that, although the most confident pupils would access wellbeing provision, those less confident might not without additional pro-active support. It was suggested that, as there had been a whole-school wellbeing week when pupils were learning from home, this could be followed up by a whole-school wellbeing day.

Governors asked how pupils were supported during transition phases at Years 6, 11 and 13 in order that they were aware of all their options and under as little stress as possible. The secondary school had identified some areas for additional support and had, for example, subscribed to Unifrog, a digital platform with live information about apprenticeships as well as University and FE courses. Some Year 11 pupils were experiencing increased anxiety as they approached examination season and uncertainty of their future options. The primary headteacher had started the formal individual interviews with each Year 6 pupil which included talking about their aspirations for their future and their feelings about both primary and secondary school. There had been a recent successful transition event for Year 6 pupils at the secondary school which had left every pupil enthusiastic. There had also been informal outside visits with the headteacher taking small groups to visit the school grounds and meet the secondary headteacher who had involved them in talks about Year 7 arrangements and provision. Additional transition activities were provided for identified pupils in the specialist centre and Year 5. Governors suggested that these transition events be communicated to parents so that they could help grow enthusiasm and prepare their children.

Both schools had noted that the pandemic had also had a positive impact on wellbeing and pupil behaviour, with the whole community working together to support each other. The marked improvement in pupil behaviour had had a positive effect on staff wellbeing.

Governors asked whether the governing body could focus on anything to improve staff wellbeing. Primary school staff felt inspired and enthusiastic, although tired. They worked well together as a supportive team and the headteacher encouraged short Monday morning meditation and reflection sessions. Secondary school staff felt that they worked well together and had developed good support networks which had strengthened through the pandemic. The headteacher regularly shared Care First bulletins from the LA. Staff felt that they would

benefit from formalised regular wellbeing check-in sessions. Governors agreed but also felt that it was the responsibility of everyone and that some of the best pastoral care could be informal, when individuals had a rapport and were comfortable in sharing their feelings. Governors discussed the importance of prioritising staff wellbeing, including the headteachers, and were pleased to hear that secondary staff would receive wellbeing sessions, to be delivered by Geoff Cresswell on a future Inset day. Governors agreed that fostering an ethos of nurture and wellbeing would benefit both staff and pupils.

## **12. HEALTH AND SAFETY, INCLUDING COVID-19**

The primary school headteacher was reviewing every risk assessment currently in place and asked the governor with responsibility for Health and Safety to arrange a visit to tour the whole site with this in mind.

Both the primary and secondary school COVID-19 risk assessments showed a low risk so some control measures would be relaxed where appropriate. Governors asked if face-to-face meetings were permissible and were told that they were not yet allowed by Welsh Government guidance.

## **13. GOVERNOR DEVELOPMENT**

Governors were asked to notify the clerk of any training undertaken.

## **14. DOCUMENTS/CORRESPONDENCE RECEIVED BY THE CHAIR OF GOVERNORS AND/OR CLERK**

There were no such items.

## **15. ANY OTHER BUSINESS AS, IN THE OPINION OF THE CHAIR, IS OF SUFFICIENT URGENCY TO WARRANT CONSIDERATION**

Schools had received details of the Local Authority public consultation on catchment areas and admissions arrangements which would be circulated to governors.

## **16. CONFIDENTIAL ITEMS**

It was resolved according to The Government of Maintained Schools (Wales) Regulations 2005, Section 48 that item 7 iii. be minuted as confidential.

## **17. FUTURE AGENDA ITEMS**

The chair asked that governors notify the clerk of any such items.

## **7. COMMITTEE MEETINGS**

### ***iii. Staffing and Finance committee***

***Jess Taylor and Harvey George left the meeting***

It was resolved according to The Government of Maintained Schools (Wales) Regulations 2005, Section 48 that this item be minuted as confidential.

## **18. DATES AND TIMES OF FUTURE MEETINGS**

### ***Full governing body***

23.03.22

27.04.22 (*second full day of term; needed for budget approval*)

06.07.22

### ***Curriculum and strategic planning committee***

18.05.22

### ***Staffing and finance committee***

09.03.21 (*last meeting before budget approval; Easter holiday 09.04.22 – 24.04.22*)

22.06.22