

**PART ONE MINUTES
OF THE LOCAL GOVERNING BODY MEETING – MEETING 2**

Date	Wednesday 7th December 2022 5:00pm
Venue:	The School

Attended (Governors):	
Lee Williams (CLW) Simon Cotterill (SC) Lesley Dalzell (LD) Paul Deakin (PD) Pamela Larner (PL) Sarah Jeffery (SJ) Lauren Smith (LS) Catherine Williams (CW) Ann Hollingsbee (AH)	Chair of Governors Principal Co-opted governor Co-opted governor-left at 6:20 pm Co-opted governor Staff governor Staff governor Parent governor-arrived at 5:20 pm Parent governor
Apologies Bridget Wall (BW) Julie Griffiths (JG)	Co-opted governor Co-opted governor
Absent	
Also in attendance	
Peter Woodhouse (PW) Sue Pomeroy	CAT link Trustee Clerk to governors

AGENDA ITEM 1	WELCOME, APOLOGIES FOR ABSENCE (Statutory) AND CONFIRMATION WHETHER MEETING IS QUORATE
Discussion:	The Chair opened the meeting and confirmed it was quorate. He welcomed Peter Woodhouse to the meeting and Lauren Smith as a new staff governor. PW explained that he is the CAT link Trustee and was previously Chair of Governors at another school in the Trust. Catherine Williams had informed governors that she would be late joining the meeting. Apologies were received and accepted from Bridget Wall and Julie Griffiths.

AGENDA ITEM 2	CURRICULUM DISCUSSION-PUPILS TO ATTEND
Discussion	Two Year 6 pupils, Sam and Pravarpreet, delivered a PowerPoint presentation to governors, which they had prepared, highlighting the recent developments in the curriculum and how Learning without Limits (LWL) looks in the classroom. They explained collaborative learning and shared examples from a project on World War 2. They had made Anderson shelters in DT, produced propaganda posters in Art and had had a visit from a theatre company who performed a play on the blitz. Governors were invited to ask questions on the presentation: Q. What is meant by teacher/student tasks? R. You work with a partner on your table and give them a piece of information. They respond with a different piece of information. Everyone is involved and the child becomes the teacher.

	<p>Q. How is the visualiser used? R. The teacher puts someone’s work under it and the class discuss it and make suggestions for improvements. You don’t have to share your work if you don’t want to.</p> <p>Q. Do all the classes have a visualiser? R. Yes, it is very useful in English lessons, especially for editing.</p> <p>Q. What does “check out” at the end of the week involve? R. It’s an opportunity for everyone to congratulate someone or to apologise. It means that everyone ends the week feeling good.</p> <p>Q. How do you feel about “check out?” R. It’s a good way to end the week. You can say thank you for something or say sorry to get it off your chest.</p> <p><i>CW arrived at 5:20 pm.</i></p> <p>The Principal explained that the school has only recently launched LWL.</p> <p>Governors thanked Sam and Pravareet for their presentation.</p>
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AGENDA ITEM 3	DECLARATION OF PERSONAL AND PECUNIARY/BUSINESS INTEREST (Statutory)
Discussion	There were no declarations of personal and pecuniary interest in relation to any of the agenda items.

AGENDA ITEM 4	PART ONE MINUTES OF MEETING
Discussion:	The Part One minutes of the LGB Meeting held on 3 rd November 2022 were agreed as an accurate record of the meeting, signed by the Chair and retained by the school.
DECISION	RESOLVED: That the Part One minutes of the meeting held on 3 rd November 2022 be accepted as a true and accurate record.

AGENDA ITEM 5	REVIEW OUTSTANDING ACTIONS
Discussion:	Governors reviewed the action log and discussed the following matters: <ul style="list-style-type: none"> The invacuation procedure had not yet been carried out but would be done before the school broke up for the Christmas holiday 2022. CLW had approached a potential candidate for the co-opted governor vacancy who has an education background.
DECISION	RESOLVED: It was confirmed that all other actions, not addressed on this agenda, had been met and closed as appropriate.

AGENDA ITEM 6	HR/FINANCIAL/BUSINESS PERFORMANCE
Discussion	<p>Approval of expenditure under the Scheme of Delegation Principals to provide details of any expenditure requiring approval under the Scheme of Delegation. Governors to review quotes (2 minimum) and approve any item of expenditure over and above £10,000 or over £2000 where the academy does not intend to use the cheapest quote</p> <p>There was none to approve at this meeting.</p>

AGENDA ITEM 7	EDUCATIONAL PERFORMANCE
<p>Discussion</p>	<p>Review of Priorities and Targets</p> <p>The Principal explained that a wide range of data was available to the school and had been shared with governors:</p> <ul style="list-style-type: none"> • FFT • SOAP (CAT data) • IDSR (DfE) • School Summary • Targets <p>He highlighted the following points:</p> <ul style="list-style-type: none"> • FFT data shows a positive picture. Attainment had increased over 3 years. The combined RWM was in the top 29% nationally. This is really good. • Attainment had improved in all areas since 2018, despite the Covid-19 pandemic. • Areas of strength-non-disadvantaged, summer term born, girls reading, middle and high attainers in Maths. • Areas to develop-boys reading, Writing at GD, attainment of disadvantaged children across all areas. • GD in Writing is very difficult to achieve. The school was moderated for Writing this year. • The school is working to develop reading for pleasure. LS is undertaking a course in Reading for pleasure. Now that phonics scores have improved, this is the next area to develop. It is a year-long course looking at different aspects. The school will upgrade the library and provide comfortable areas for reading. The school will order books recommended by the children and want the staff to be seen as readers. • A new scheme, Pathways to Write, had been introduced for teaching Writing which runs from Reception to Year 6. This scheme is used in the other CAT schools. It has been trialled in some classes and has been found to provide a good structure for teaching Writing and to increase the confidence of the staff. The Year 1 teacher had recently attended a Writing moderation session and her judgements had been agreed. • The disadvantaged issue is cohort specific. There were 16 disadvantaged children in the previous Year 6 cohort who were also on the SEN register. If these children were removed from the data, attainment and progress scores would be significantly better. This is not obvious from the FFT data. • The issue of disadvantage is a complex one and it involves many aspects such as pastoral care, attendance and SEND. It is not solely related to income. <p>Q. Is the school judged on the attainment of pupils with SEND?</p> <p>R. Ofsted look at the IDSR data but still need to consider the school's context and internal data. The school is confident of its data. Ofsted use the IDSR data to identify lines of inquiry.</p> <p>Q. "What does "nothing to highlight" mean?</p> <p>R. This is the wording used in the IDSR document. It means that there are no significant areas to work on and the school is doing fine.</p> <ul style="list-style-type: none"> • Progress results had been higher in previous years than in 2022. • Phonics scores are in the highest 20% and the school had invested heavily in this area. • Persistent absenteeism (PA) is a concern. This is where a child's attendance is below 90%. Actions are in place and attendance overall is fine. There are many factors involved in dealing with PA such as generational issues, mental health, aspiration and attachment issues. The school has data to show improvements in attendance. • The SOAP document is a Trust one. It shows all data over time. Phonics scores have increased and Key Stage 2 data is strong. Attainment in Key Stage 2 was affected by Covid-

19 and there are gaps in learning. Interventions had been put in place to address these gaps.

Year 6 targets

- The Principal explained that FFT sets targets in different bands; FFT 50, FFT20 and FFT 5. It predicts attainment based on attainment in Key Stage 1. FFT 50 equates to average attainment, FFT 20 is in the top 20% and FFT 5 is top 5%. FFT 50 is the minimum target set by the school and FFT 20 is the aspirational target.
- The FFT targets do not always seem to make sense when they are applied to individual children but is a national way of working.
- Targets for Year 6 in 2023:

	EXP %	GD %
Reading	80	39
Writing	88	34
Maths	85	41

Q. Are the targets the same each year for Year 6?

R. No, they vary according to the cohort. Mobility must also be considered. There are currently 38 children in Year 6 and there were 28 when this cohort was in Year 2. New children have joined Year 6 this week. The school considers each child as an individual and works with the Year 6 teacher to set aspirational targets.

Q. Are the children aware of their targets?

R. Yes-some children want to achieve to the best of their ability. Practise papers are done, and the children know the level thresholds. Effort and challenge are discussed.

Q. Does the school take account of individual children’s stress levels and their ability to cope?

R. Yes, the school does not put undue pressure on the children.

Q. Is the school confident of achieving the targets?

R. Yes.

Q. Does the school discuss targets with parents?

R. A meeting is held with parents at the start of Year 6 and the school shares targets if parents ask. The child’s attainment is also discussed at parents’ evenings, along with how to prepare for SATs.

Q. Some parents believe that SATs are not important. How can the school change this attitude?

R. The school is working for the children to achieve their full potential and to achieve the best scores possible.

The Principal commented that it is important not to concentrate solely on what one cohort of children achieved over four days in the SATs. In 2022 two children were one mark away from achieving EXP in Reading and eight were one mark away from achieving GD. This could have made a significant difference to the results.

Attendance-Updated Procedures

Attendance procedures were addressed under agenda item 9.

ACTION:

AGENDA ITEM 8	SCHOOL IMPROVEMENT
<p>Discussion</p>	<p>RoV 1 and 2 The Principal informed governors that RoV 2 was not yet available. RoV 1 had been shared prior to the meeting. The Principal highlighted the following points:</p> <ul style="list-style-type: none"> • Attendance had been discussed with all the schools in the Trust. The school has new documents in place. • The curriculum had been re-designed to a two-year cycle to accommodate the split year groups. Year A had been published on the school website. The subject leaders need to update the progression of skills to match the two-year cycle. This has produced extra work. • “Golden threads” are being developed throughout subjects. For example, monarchy and invasion are golden threads running through history topics. This work is at the early stages. • Protocols are being developed, linked to LWL, and are changing the way teaching is delivered. A protocol is an agreed way of doing something in the classroom. An example is the way teachers gain the attention of pupils. Each teacher was using a different method and a standardised way has now been agreed across the school. <p>Q. How are protocols agreed? R. The school identified areas where there was inconsistency. The SLT are leading on this but are collaborating with staff and gaining their agreement. Staff meetings are collaborative.</p> <p>Q. How will this be monitored? R. It is possible to see the impact already, for example on learning walks.</p> <p>Parental/pupil/staff survey results The results from the parent and staff surveys had been shared prior to the meeting. The Principal explained that pupil voice would be carried out next week.</p> <p>Parental survey-four responses disagreed with the statement that their child was happy at school. Two responses were from the same person who had had a child in Nursery also and where there were issues. One strongly disagreed and had completed the survey just after SC and SJ had spoken to the parent about the child’s behaviour. The school would follow up with the other respondent on their concerns.</p> <p>Q. Does the survey provide an opportunity for parents to approach the school with concerns? R. Historically, the survey results have been good. Parents know that they can approach the school with concerns.</p> <p>Staff survey-The Trust staff survey asks the same questions each year and staff sometimes feel it is a box-ticking exercise. The school issues a separate survey aimed at gaining a fuller picture. There were no significant issues to report from the survey.</p>
<p>ACTION</p>	<ul style="list-style-type: none"> • Principal to present the pupil voice results at the next meeting of the LGB in January 2023.
AGENDA ITEM 9	COMPLIANCE AND SAFEGUARDING
<p>Discussion</p>	<p>Chair’s Action There were no actions to report since the last meeting of the LGB.</p> <p>Principal’s Action There were no actions to report since the last meeting of the LGB.</p>

Website Compliance

The Principal confirmed that the website is compliant.

Quality Assurance Document

Governors received the Quality Assurance document which had been circulated prior to the meeting.

Policies

Governors approved the Behaviour Policy.

Verbal report on:

GDPR Policy-nothing to report at this meeting.

Termly Update on Children with Additional Medical Needs-nothing to report at this meeting.

Attendance Policy

The Principal explained that attendance is a school priority. The school adopts a pro-active approach, providing support and carrying out home visits. The school has established attendance, pastoral and SEND teams.

Attendance is checked each day so that the SLT are aware of who is not in school and what reason (if any) has been provided for the absence. The situation is reviewed at 10:40 am and staff go out to children's houses at 10:45 am if required and if there is the capacity to do so. Staff always carry out these visits in pairs. The aim is to get the children into school. Parents do not always allow the staff into the house.

Q. Are the visits most effective if the Principal and Deputy Headteacher go?

R. It depends on the families involved and their relationship with school.

The Attendance Policy has been re-written. The school issues two letters and a Fixed Penalty Notice (FPN) would be the next stage. It is the Local Authority who issue the FPN.

Q. Why was the policy changed?

R. It was changed to reflect recent research and to reflect the schools' approach.

Q. Is PA linked to the effects of the Covid-19 pandemic?

R. Not really, although there are some attachment and anxiety issues which are probably a result of the pandemic. There are generational issues involved.

Q. Is the school confident that it can make a change with this group of PA children?

R. The aim is to make school a great place where the children want to come. Often the issue is with the mental health of the parents.

Q. Is the school taking a family approach to improving attendance?

R. There is limited support available from social care and from the Local Authority, although the LA now has attendance officers available to support all schools as attendance is a government priority.

Q. The policy focuses on PA. Is there room for improvement in the general attendance figures?

R. The policy and procedures will also address that.

Q. How will the new procedures be communicated to parents?

R. A package is being prepared to be issued in January 2023. Teachers will also be talking to the children about attendance.

	<p>Q. Do other CAT schools have a similar policy and approach to attendance? R. The policy is bespoke to the school and addresses the needs at Manor Park. Attendance may not be a priority for the other schools in the Trust.</p> <p>Governors commented that the first attendance letter issued to parents needs to be worded sensitively as some parents whose children are genuinely ill may be upset to receive such a letter. It was suggested that the Principal contact Knutsford Medical Practice to check their approach to children's illnesses and absence from school.</p> <p>Governors approved the Attendance Policy.</p> <p>PW suggested that the school consider allocating money in the budget to support the attendance initiatives. He commented that it is not ideal that SLT time is taken up out of school on home visits. The Principal responded that there is no money currently available and that expertise in mental health would be beneficial to support parents.</p>
ACTION:	Principal to contact Knutsford Medical Practice to check their approach to children's illnesses and absence from school.

AGENDA ITEM 10	GOVERNANCE AND RISK
Discussion	<p>Governor Training Outcome of questionnaire from JG-carried forward</p> <p>Skills audit analysis-carried forward.</p> <p>Governor Visit Reports The following reports were received:</p> <ul style="list-style-type: none"> • English-AH • Pastoral-PD • Maths-AH • Reception/Nursery-PL • Safeguarding, attendance-CLW <p>PL commented that the children were delightful and keen to share their work. They were all on task and interacting well with each other and with the adults.</p> <p>AH noted that the English and Maths subject leads had in-depth knowledge of their subjects. They had reported that their workload had been high in the summer term and that the school had provided support through extra non-contact time.</p> <p>CLW's visit had provided a welcome opportunity for the Principal to share safeguarding concerns</p> <p>Membership</p> <ul style="list-style-type: none"> • There is one vacancy for a co-opted governor. The school had registered on Inspiring Governance. • Lauren Smith had been elected as a staff governor-07.12.22-06.12.26. <p>Governor Impact Report</p> <ul style="list-style-type: none"> • Governors received the report which had been circulated prior to the meeting.

AGENDA ITEM 11	ANY OTHER BUSINESS
Discussion:	PW asked whether there were any issues which the board would like to raise with the Trust. The following items were raised:

	<ul style="list-style-type: none"> • Pupil mobility • Attendance • The Trust’s engagement with the Local Authority, especially around mental health, NHS etc. <p>Governors asked when the proposed review of governance would take place. PW indicated that this may take place in the summer term 2023 as there was limited capacity currently due to onboarding new schools.</p>
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AGENDA ITEM 12	DATE AND TIME OF NEXT MEETINGS
Discussion:	<p>The dates and times of the next meetings were confirmed as:</p> <p>Spring Thursday 12th January 2023 5:00 pm Wednesday 15th February 2023 Wednesday 29th March 2023</p> <p>Summer Thursday 4th May 2023 Thursday 8th June 2023 Thursday 13th July 2023</p> <p>All meetings to take place at 5:00pm in school.</p>

SJ and LS left the meeting.

The meeting moved to the Part Two agenda.

Signed:

Dated: