

AGENDA		REVIEW OUTSTANDING ACTIONS
AGENDA ITEM 3	Discussion: The Part One minutes of the LGB Meeting held on 19 th October 2023 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 19 th October 2023 be accepted as a true and accurate record.
PART ONE MINUTES OF MEETING		
AGENDA ITEM 2	Discussion There were no declarations of personal or pecuniary interest in relation to any of the agenda items. They were reminded to confirm/update their declarations of interest on Governor Hub following each meeting of the LGB. This is to comply with a recommendation from the external auditors.	ACTION Governors to re-confirm/update their declarations of interest on Governor Hub.
AGENDA ITEM 1	Discussion: The Chair opened the meeting and confirmed it was quorate. Apologies were received and accepted from Lesley Datzell and Lauren Smith.	MEETING IS QUORATE
WELCOME, APOLOGIES FOR ABSENCE (Statutory) AND CONFIRMATION WHETHER		

Attended (Governors):	Bridget Wall (BW) Ann Hollingsbee (AH) Simon Cotterill (SC) Catherine Williams (CW) Pamela Larner (PL) Sarah Jeffery Andrew Tully (AT)
Apologies	Lauren Smith (LS) Lesley Datzell (LD)
Absent	n/a
Also in attendance	
Chair Parent governor, Vice Chair Principal Parent governor Co-opted governor Staff governor - left at the end of part 1 Co-opted governor Staff governor Co-opted governor	
Clerk to governors SBM-left at 5:30 pm Finance Business Partner-left at 5:30 pm	

Date	Wednesday 29 th November 2023 5:00pm
Venue:	The School
OF THE LOCAL GOVERNING BODY MEETING – MEETING 3	



<p>SBM Report The Resource Management Report Autumn Term 2023 had been shared via Governor Hub prior to the meeting.</p> <p>FM spoke to her report:</p> <ul style="list-style-type: none"> • The final outturn for 2022-2023 shows an overall revenue surplus of £62,526, signifying a considerable increase of £68,215 compared to the May 2023 forecast. This surplus is primarily attributed to various cost-saving measures and unexpected income enhancements. The school had been cautious as a deficit had been expected. • The total reserves held by the school as of 31st August 2023, amount to £383,006, allocated across revenue, contingency and capital funds. • The budget for 2023-24 shows a deficit of £122,482. This was set to support split-class provision and to allow for investment in new IT equipment. • HR benchmarking data is included in the report for the first time. The school is benchmarked against others in the Trust and there are no issues of significance to report. • The school's budget position reflects the prudent financial management. The school was cautious last year and did not purchase new IT equipment. • The SBM will continue to monitor the budget throughout the year with the support of the Trust. • The school will still have reserves in three years' time. • 25-27 pupils are expected to be admitted into Reception in September 2024. <p>Q. The school has the lowest pupil teacher ratio of the schools in the Trust, but the average teacher cost is also low?</p> <p>R. Yes, the school has a good mix of ECTs and more expensive, experienced staff.</p> <p>The Principal informed governors that as part of the research on the consultation to reduce the PAN from 45 to 30, it had come to light that the PAN applied only to the Reception admissions. The school can decline applications in other year groups. In 2024-25, there will not be a split Year3/4 class.</p> <p>GDPR FM informed governors that there had been two non-reportable incidents. These had been discussed with staff to prevent a repetition. FM had completed GDPR lead training.</p> <p>To approve expenditure under the Scheme of Delegation FM explained that the school wants to invest in IT for the benefit of the pupils. New computers are required for the IT suite, along with 15 i-pads. Governors were asked to approve in principle the</p>	<p>5 AGENDA ITEM HR/FINANCIAL/BUSINESS PERFORMANCE</p>
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<p>Discussion: Governors reviewed and updated the action log. The following actions were discussed:</p> <p>From the meeting held 13.06.23 - item 3.7 The clerk would check which governors had completed the Prevent training and how frequently the Trust would like this to be refreshed.</p> <p>From the meeting held 21.09.23-item 8.3 The clerk reminded LD and CW to complete the NGA Safeguarding course and upload the certificate to Governor Hub.</p> <p>RESOLVED: The action log had been appropriately updated.</p>	<p>ITEM 4 DECISION</p>
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<p>expenditure of up to £30k for IT equipment. One quote had already been received and others would be obtained.</p> <p>Q. Has the school considered leasing new computers? R. Yes, but it was more cost-effective over five years to buy the equipment.</p> <p>Q. Do the costs include software? R. Yes.</p> <p><i>FM and DW left the meeting at 5:30 pm.</i></p> <p>Governors approved in principle the expenditure of up to £30k on new IT equipment.</p>	<p>DECISION</p>
<p>AGENDA ITEM 6</p> <p>VISION AND STRATEGY</p> <p>Update on the progress against the SQM Strategic Projects The Principal provided an update: • All staff have now written their projects and there are 11 projects in total. They contain actions and outputs. • The projects have been entered into a Gantt chart and all have deadlines. • Work has commenced on nine out of the 11 projects, and they are on track. One project has not started yet due to a lack of capacity.</p> <p>Q. Is the new system working well? R. It is still new, and the staff are anxious to get it right.</p> <p>Q. How often is the document updated? R. The Principal knows where all the projects are up to, and the staff are managing the updates. The school is confident that the document will work in the long run: it will just require a period of adjustment.</p> <p>Q. How will outcomes be assessed? R. Some will be data-driven, and some will be more subjective, depending on the project.</p> <p>Q. Has the CEO of the Trust looked at the document with the school? R. Conversations with the trust tend to focus on key areas such as safeguarding, attendance and pupil performance but this document will be referenced in meetings with the CEO.</p>	<p>Discussion</p>
<p>AGENDA ITEM 7</p> <p>EDUCATIONAL PERFORMANCE</p> <p>Review Priorities in light of IDSR and FFT data dashboard Three documents had been circulated on Governor Hub prior to the meeting: • FFT Key Stage 1 Governor Summary • FFT Key Stage 2 Governor Summary • IDSR Summary</p> <p>Possible questions for governors to ask had been highlighted.</p> <p>FFT Key Stage 1 Governor Summary The Principal highlighted the following points from the report: • The children generally enter school with lower starting points and their attainment increases as they move through the school. • The report details the performance of higher performing and lower performing pupils.</p>	<p>Discussion</p>



<p>Q. Are boys outperforming girls? This seems surprising.</p> <p>R. This was cohort specific.</p> <ul style="list-style-type: none"> • Progress for RWM combined at EXP is strong. However, progress at GD is not strong as no pupils achieved GD in Writing. <p>Q. There is a rise in % EXP but a dip in % higher standard. Can you explain this and offer some context?</p> <p>R. This is due to the school's judgements of standards in Writing in Key Stage 1. Some children were close to achieving GD but is a very challenging standard to reach and the school is cautious in its assessments.</p> <p>Q. Is it possible that other schools would assess the Writing to be GD?</p> <p>R. This is possible. The school was not externally moderated for Writing this year.</p> <p>Q. Is there a national trend of a decline in Writing standards?</p> <p>R. No, not now.</p> <p>Q. How is the school selected for external moderation?</p> <p>R. Schools are selected by the LA on a cycle. The school then ranks the children within 3 different attainment groups and the LA select children from within those groups and the school must provide evidence for those children to justify their assessments.</p> <p>Q. Why do the majority of areas show negative progress at the higher standard against national figures?</p> <p>R. In Key Stage 1 the school is trying to get children to achieve EXP from lower starting points. It has set itself a challenge to ensure that more children achieve GD. Results have improved more quickly in Reading and Maths than in Writing. Writing is the area which takes the longest to develop. The school is working a project to develop vocabulary this year which should have an impact on all areas.</p> <p>Q. Reading results have improved. Is this due to the focus in school on phonics and reading for pleasure?</p> <p>R. The phonics result was 81% but this was higher than the Reading result as Reading involves many more aspects than just phonics. The school is employing a range of strategies to improve Reading such as guided reading, whole class reading, use of the revamped library in addition to reading for pleasure, phonics and the vocabulary project.</p> <p>Q. What steps is the school taking to increase GD in Writing?</p> <p>R. The school could look re-look at the assessment of higher achieving children. It may be that the school needs to give teachers more confidence to award GD in Writing. The school feels that it should be able to provide extensive evidence to support such judgements.</p> <ul style="list-style-type: none"> • The progress and attainment gap of disadvantaged children in general and that of boys specifically, is significant. <p>Q. Are disadvantaged children in an area like Knutsford doubly disadvantaged as there is not the investment in services which there would be in a more deprived area?</p> <p>R. The school does not have any data to support this, but it is likely to be the case.</p>	<p>FFT Key Stage 2 Governor Summary</p>
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AGENDA ITEM	8
COMPLIANCE AND SAFEGUARDING	
Discussion	
Chair's Action	There were no actions to report since the last meeting of the LGB.
Principal's Action	There were no actions to report since the last meeting of the LGB.
Website Compliance	The Principal would upload the website compliance document to Governor Hub for the next meeting of the LGB in January 2024.

	<p>The report highlights the higher and lower performing pupil groups. Lower performing pupils are those on SEN support, lower attainers and those who joined in Year 5 or Year 6. SEN support and lower attainers are linked.</p> <p>Q. Is there a bigger gap between EXP and GD in Writing than in Maths?</p> <p>R. Writing is based on evidence of attainment throughout the year whereas Reading and Maths are assessed on performance in a test on a particular day. The children need to display a talent and a flair for writing, and it is very challenging to achieve GD.</p> <p>Q. Why did some groups of children perform differently to others?</p> <p>R. They all received the same teaching. However, some of the children who joined in Year 5 or Year 6 have changed school several times and may be on their third or fourth school. Also, some have Key Stage 1 results at EXP which the school believe are unreliable.</p> <ul style="list-style-type: none"> The average scale score of 106 is very good. Writing at the higher standard is the only area of concern. <p>Q. Are there any areas the school is concerned about?</p> <p>R. Not from the 2023 results. However, this year's Year 6 cohort is more challenging.</p> <ul style="list-style-type: none"> White male pupils at the school have lower attainment. Aspiration is an issue, and the school has several projects running to address this. <p>IDSR</p> <p>The Principal explained that this report is used by Ofsted to identify lines of enquiry during an inspection. The report shows that stability is a major issue for the school. Additional pastoral care is provided, and it impacts on capacity and budget.</p> <p>Q. There is a significant level of SEND in school. How are children with SEND supported?</p> <p>R. The school runs bespoke nurture groups. It has increased the number of teaching assistants and has a full-time teaching assistant offering speech and language therapy. Additional phonics input is provided and there is enhanced pastoral and nurture provision in school.</p> <ul style="list-style-type: none"> Writing progress is in the top 15% of schools. Maths at the higher standard is in the top 11% of schools. Progress in Writing and Maths at Key Stage 2 is very good. <p>Q. Reading at EXP 1 Key Stage 1 is in the lowest 40%. Why is this?</p> <p>R. On entry it would have been in the lowest 20%. The data is very encouraging and shows how the children make progress as they move through the school.</p>
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<p>RAMP document The Principal explained how different risks are scored on a grid of likelihood versus consequences. This document is completed by the school and provided to the Trust. Governors expressed concern at groups of children being identified as the risk in the ramp document, especially looked after children, and asked how appropriate this was. Q. What is the purpose of the RAMP document? R. It is for each school to identify their major risks and consider appropriate mitigations. This then informs the Trust risk register.</p> <p>QA Document Governors approved the QA document which had been circulated on Governor Hub prior to the meeting.</p> <p>Report on attendance FFT The FFT attendance document had been circulated prior to the meeting on Governor Hub. The Principal explained that it is updated every week from SIMS. Data can be obtained on individual children/classes/gender. The attendance of children entitled to free school meals and those with SEND is good and is above national. 29% of children in year six have attendance below 90% and this is due to many taking unauthorised holidays in term time. Overall, attendance is an improving picture. The school follows its attendance policy. It works hard to build positive relationships with families but will issue FPN's and prosecution letters if necessary. The school needs to be able to evidence what it has done to improve attendance when it drops below certain levels.</p> <p>Q. Does the school authorise any holidays in term time? R. This would only be done under exceptional circumstances.</p> <p>Q. Has the school seen an improvement in attendance since the appointment of the attendance support officer (ASO)? R. The ASO is working with hard-to-reach families and is building trust with them. She has the capacity to follow up on attendance issues consistently and constantly. The attendance of disadvantaged children has improved since her appointment, but this will take time and persistent absenteeism is still just below national average.</p> <p>Q. Do class rewards have an impact on attendance? R. There is some research that they have little impact. The school is taking a low-key approach and is offering rewards such as non-uniform days which are popular with the children. Governors expressed concern that some children are genuinely ill, and their parents do not want to keep them off school in case they receive a letter regarding attendance and start the attendance monitoring procedure. The principle responded that it would be very unusual for a parent to receive a FPN through genuine illness and there is a significant amount of pressure on schools from the government to address attendance issues.</p> <p>Policies The Principal informed governors that there was nothing significant to report on the following policies:</p>	
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AGENDA ITEM 10	Discussion:
ANY OTHER BUSINESS	There were no other items of any other business agreed for discussion at the meeting.
AGENDA ITEM 11	Discussion:
DATE AND TIME OF NEXT MEETINGS	The dates of the LGB meetings for 2023-24 were confirmed as: Spring

AGENDA ITEM 9	Discussion
GOVERNANCE AND RISK	<p>SC and LS had identified suitable training courses for governors at the previous LGB meeting. The clerk had emailed two governors to remind them to complete and/or upload their certificate for the NGA safeguarding course 2023. The Trust Board requires information on governor uptake of the safeguarding training.</p> <p>Governor Visit Reports The following governor visits had taken place: BW-Attendance 09.11.23 AH-two visits PL Early Years AT had met with the SBM regarding the budget and the SBM report. BW had uploaded a visit report to Governor Hub. She informed governors that the visit had been very positive. She had met with the school's Attendance and Safeguarding Officer to learn about the role and the impact it is having on attendance. AH and PL would upload visit reports to Governor Hub. Declarations of Interest Governors were reminded to update/re-confirm their declarations of interest after each meeting.</p> <p>Membership Governors noted that no terms of office are due to expire before the next meeting. Governors noted the resignation of Lorraine Phillips as co-opted governor 02.11.23. There are now three vacancies on the LGB which could be filled by parents (2) and co-opted governors. The clerk commented that it would be beneficial for the balance of the board to recruit more co-opted governors. There are currently nine members of the LGB and three are staff. Term dates 2024-25 Governors approved the term dates which had been circulated on Governor Hub prior to the meeting. PL and AH to upload governor visit reports to Governor Hub.</p>

Complaints	No complaints had been received.
<ul style="list-style-type: none"> GDPR Policy Attendance Policy 	



Signed:
 Dated: 11.1.24.

Bridget Wilson

The meeting moved to the Part Two agenda.
SJ left the meeting.

	<p>Thursday 11th January 2024 Wednesday 14th February 2024 Tuesday 26th March 2024 Summer Thursday 2nd May 2024 Thursday 13th June 2024 Thursday 11th July 2024</p> <p>All meetings to take place in school at 5:00 pm.</p>
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