

<b>PART ONE MINUTES OF THE LOCAL GOVERNING BODY MEETING – MEETING 6</b>	
<b>Date</b>	<b>Tuesday 26<sup>th</sup> March 2024 5:00pm</b>
<b>Venue:</b>	<b>The School</b>

<b>Attended (Governors):</b>	
Bridget Wall (BW)	Chair
An'n Hollingsbee (AH)	Parent governor, Vice Chair
Simon Cotterill (SC)	Principal
Pamela Larner (PL)	Co-opted governor
Sarah Jeffery	Staff governor
Andrew Tully (AT)	Co-opted governor
Lesley Dalzell (LD)	Co-opted governor
Catherine Williams (CW)	Parent governor
<b>Apologies</b>	
Laura Power (LP)	Staff governor
<b>Absent</b>	
n/a	
<b>Also in attendance</b>	
Sue Pomeroy (SP)	Clerk to governors
Georgia Thompson (GT)	RE subject lead-left at 5:30 pm.

<b>AGENDA ITEM 1</b>	<b>WELCOME, APOLOGIES FOR ABSENCE (Statutory) AND CONFIRMATION WHETHER MEETING IS QUORATE</b>
<b>Discussion:</b>	The Chair opened the meeting and confirmed it was quorate. Apologies were received and accepted from Laura Power.

<b>AGENDA ITEM 2</b>	<b>DECLARATION OF PERSONAL AND PECUNIARY/BUSINESS INTEREST (Statutory)</b>
<b>Discussion</b>	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.
<b>ACTION</b>	Governors to re-confirm/update their declarations of interest on Governor Hub.

<b>AGENDA ITEM 3</b>	<b>PART ONE MINUTES OF MEETING</b>
<b>Discussion:</b>	The Part One minutes of the LGB Meeting held on 14 <sup>th</sup> February 2024 were agreed as an accurate record of the meeting, signed by the Chair and retained by the school.
<b>DECISION</b>	<b>RESOLVED:</b> That the Part One minutes of the meeting held on 14 <sup>th</sup> February 2024 be accepted as a true and accurate record.

<b>AGENDA</b>	<b>REVIEW OUTSTANDING ACTIONS</b>
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<b>ITEM 4</b>	
<b>Discussion:</b>	Governors reviewed and updated the action log.
<b>DECISION</b>	<b>RESOLVED:</b> The action log had been appropriately updated.

<b>AGENDA ITEM 5</b>	<b>EDUCATIONAL PERFORMANCE</b>
<b>Discussion</b>	<p><b>Report on teaching and learning-RE, Culture and Diversity-Georgia Thompson</b></p> <ul style="list-style-type: none"> <li>• Around two years ago, Cheshire East revised the RE curriculum and GT re-wrote the schools' curriculum for Cycle A and B.</li> <li>• Teachers have good subject knowledge.</li> <li>• RE should start with the child's World View. Everyone had a world view, and their experiences have an impact on this.</li> <li>• RE should also start with people and developing tolerance and an understanding of faiths.</li> <li>• Children reflect on their views and experiences and understand that they live in a diverse world. They also learn to understand that some people do not have a faith.</li> <li>• GT shared an example of planning from Year3/4 on "Famous Muslim people and their impact on the world."</li> <li>• Cultural diversity week had recently been held in school for the first time and had focussed on indigenous communities. Each class was provided with different end points and different tribes to research. The children had shared their learning by presenting to different classes.</li> <li>• Pupil voice activities at the end of the week showed that the end points had been achieved.</li> </ul> <p><b>Q. Was the cultural diversity week planned in conjunction with the History and Geography subject leads?</b> R. No, GT discussed the week with SC and it had been decided to focus on indigenous tribes. There were elements of other subjects within the planning. Year 4 had concentrated on Judaism and the displacement of Jews across the world.</p> <p><b>Q. How is pupil voice collected?</b> R. Two children from each class were selected by the teacher to talk to GT about their learning. GT asked questions related to the end points. The children can bring the class book to refer to if they desire, but none chose to do so. They were all able to talk confidently about their learning. Previously the children were not always clear which faith they were learning about.</p> <p><b>Q. Has the way the curriculum is now taught helped children to understand and remember more?</b> R. Yes, the curriculum is now more relevant, specific and relatable. Lesson plans have been provided to develop teacher's subject knowledge. Links to relevant documents and background information are provided. Children are learning about real people and concentrating on their world view makes it more personal.</p> <p><b>Q. Did the school receive any feedback from parents on diversity week?</b> R. No, but this could be included in the next parental survey.</p> <p><b>Q. Any feedback from staff?</b> R. Yes, all were happy. They found the planning easy to follow and it developed their subject knowledge.</p> <p><b>Q. Will the cultural diversity week be repeated?</b></p>



	<p>R. The school is thinking if doing it every other year. The normal timetable is suspended, and it needs to be planned well. RE covers the curriculum requirements and this was in addition to that. There would be a different focus next time.</p> <p>Governors thanked GT for the presentation and commented that it is important for the children to learn about diversity. <i>GT left the meeting at 5:30 pm</i></p> <p><b>Update on Looked After Children</b> SJ provided an update:</p> <ul style="list-style-type: none"> <li>• There are two Looked After Children in school. They are siblings and one is in Key Stage 1 and the other in Key Stage 2.</li> <li>• They have been at the school for around 18 months and will probably remain at the school until the end of this academic year.</li> <li>• Social Care are still involved with the children and the school liaises closely with the service.</li> <li>• Personal Education Plans are updated termly.</li> <li>• There are no major issues to report.</li> </ul>
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AGENDA ITEM 6	VISION AND STRATEGY
<b>Discussion</b>	<p><b>RoV Report 2- February 2024</b> The report had been shared on Governor Hub prior to the meeting.</p> <ul style="list-style-type: none"> <li>• The Principal informed governors that the school has a new SIP, Kate Doyle, who is Director of Education at the Trust.</li> <li>• Attendance, curriculum, end points, assessment, pupil data and SQM documentation had been discussed at the SIP visit.</li> <li>• The school felt that the report was fair.</li> </ul> <p><b>Q. Was the SIP visit useful?</b> R. Yes, it was both challenging and supportive.</p> <ul style="list-style-type: none"> <li>• Discussions had been held on approaches to assessment in foundation subjects which do not increase teacher workload.</li> <li>• Discussions had been held on the use of individual project books versus class books. The school had moved away from using individual project books as the staff had felt it was a barrier to creativity having to produce 30 pieces of work to go into these books. The Trust has asked the school to consider how it can evidence how children are learning and how it can evidence children writing individually within the group books. The school may have to review its approach if it cannot do this.</li> <li>• The SIP suggested that subject leaders should be more selective about which children are selected for pupil voice activities and ensure that they include children from different groups such as disadvantaged and SEND.</li> </ul> <p><b>Q. Does the school keep a record of which children are selected for pupil voice activities?</b> R. Yes, subject leads do this.</p> <p><b>Q. What is the current approach to assessment in Foundation subjects?</b> R. Teachers make assessments within lessons. There is then some form of assessment at the end point. The end points are linked to the National Curriculum and teachers assess the children as Expected, Working Towards or Working Above.</p> <p><b>Q. How often is the assessment carried out?</b></p>



	<p>R. It is completed at the end of a project and the children might complete three projects in a term. An overall judgement is made at the end of the year. The end of project assessments are used to inform subject leaders about the strengths and areas to develop within subjects in terms of pupil attainment and teacher training needs.</p> <p><b>Update on progress against projects on SQM</b> The Principal provided an update:</p> <ul style="list-style-type: none"> <li>• All projects are in progress.</li> <li>• The SQM is a new document, and the school is happy with the format.</li> <li>• Next year it will reduce the number of projects.</li> </ul> <p><b>Q. What are tier 2 words?</b> R. These are more challenging words for everyday language. The school has a plan for the year for the children to learn, remember and use a range of tier 2 words in all age groups. The words are promoted in assemblies and discussed in class every day.</p> <p><b>Q. Has the school considered how parent could be involved in the vocabulary project?</b> R. No, but it will now consider ways in which parents can be involved.</p> <p><b>Q. Will the SQM format be reviewed with the Trust?</b> R. This is the first year of using this format and it may change next year.</p>
<b>ACTION</b>	Principal to consider ways to involve the parents in the vocabulary project.

AGENDA ITEM 7	HR/FINANCIAL/BUSINESS PERFORMANCE
	<p><b>Update on staff training</b> The Principal provided an update:</p> <ul style="list-style-type: none"> <li>• All Teaching Assistants are undertaking Maximising the Impact of Teaching Assistants (MITA) training from the Education Endowment Foundation. SJ is delivering the training after school on Tuesdays. There are eight sessions and 5 have been delivered.</li> <li>• Regular phonics training takes place.</li> <li>• EYFS staff will commence Reggio Emilia training in September 2024. The Trust is promoting the adoption of this programme and the school will adapt it to suit the needs of the children and the context of the school.</li> <li>• Mrs Power is a CEOP Ambassador and is looking at strategies to support parents, particularly around Artificial Intelligence.</li> <li>• Coaching clinics are held and CPD within school carried out.</li> </ul> <p><b>Q. Has the MITA training been well-received?</b> R. The teaching assistants feel that it is reinforcement, rather than new learning.</p> <p><b>Arrangements for GDPR governor to meet the Business Manager</b> CW would arrange to meet with the SBM.</p> <p><b>Approval of expenditure under the Scheme of Delegation</b> There was no expenditure for approval at this meeting.</p>
<b>ACTION</b>	CW to arrange to meet the SBM to monitor GDPR.
AGENDA ITEM 8	COMPLIANCE AND SAFEGUARDING

<b>Discussion</b>	<p><b>Chair's Action</b> There were no actions to report since the last meeting of the LGB.</p> <p><b>Principal's Action</b> There were no actions to report since the last meeting of the LGB.</p> <p><b>Quality Assurance Document</b> Governors reviewed the QA document and queried why some items under Governance were rated as amber. These related to attendance at meetings and training. The clerk would forward a governance attendance report for the meetings held so far this year to SC to check and would also ask the Trust Governance Director if any additional training was required for the Safeguarding link governor, beyond the NGA course.</p> <p><b>RAMP Document</b> The Principal explained that this document is reviewed regularly with the SBM as circumstances change in school.</p> <p><b>Q. Have there been any changes to the identified risks?</b> R. Staffing costs have increased.</p> <p><b>FFT Pupil Attendance Report</b> Governors noted the FFT attendance report and the award for attendance in Autumn 2023 in the top 10% of similar FFT Primary Schools in England.</p> <p>The Principal shared anonymised attendance tracking information and explained how the system works. The school believes that the system is strong and robust and is having an impact on Persistent Absenteeism. The Local Authority has suggested that the school should have strong grounds for requesting medical evidence as proof of illness and should review each case individually rather than request medical evidence from all parents when a certain number of days off school has been reached. Fines cannot be issued if the school has authorised the absence.</p> <p><b>Q. Will the school change its procedures?</b> R. The school's attendance officer will make some adjustments and create a document to show why the school believe that the reported illness is not genuine. The Principal will also discuss with colleagues in similar schools and the school will review its procedures.</p> <p>Governors noted that some parents feel anxious about being believed when their child suffers a genuine illness.</p> <p><b>Q. Has there been a cultural change in attitude towards attendance due to the work the school has done?</b> R. Case studies point to an increase in attendance. Fewer home visits are taking place as attendance has improved. There is still some work to do with parents to ensure that they understand what constitutes good attendance.</p> <p><b>Update on Children with Additional Health Needs</b> There was nothing to report at this meeting.</p> <p><b>Update on Complaints</b> No complaints had been received.</p> <p><b>Update on suspensions/exclusions</b> There had been no suspensions or exclusions.</p>
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	<p><b>Review of Policies</b> The CAT reserves Policy and Investment Policy had been shared prior to the meeting, along with a summary of the changes. The Principal informed governors that he had submitted some questions to the Trust and had been satisfied with the responses. Governors did not have any feedback for the Trust on the policies.</p> <p>Governors requested an update on the impact of the changes to the Behaviour Policy. SC would provide this at the next meeting.</p>
<b>ACTION</b>	<p>Clerk to forward governor attendance record to SC and check the training requirements for the Safeguarding link governor.</p> <p>Principal to provide an update on the impact of the changes to the Behaviour Policy.</p>

<b>AGENDA ITEM 9</b>	<b>GOVERNANCE AND RISK</b>
<b>Discussion</b>	<p><b>Governor Training</b> Governors noted the CAT Governor Conference to be held on 21<sup>st</sup> June 2024 at 9:00 am-12:30 pm. Venue: Whitby Hall, Ellesmere Port.</p> <p>The Chair provided some feedback from the Chair's Forum she had attended on 7<sup>th</sup> March 2024.</p> <ul style="list-style-type: none"> <li>• There had been an update on the different education initiatives taking place in the schools.</li> <li>• Two new schools had joined the Trust.</li> <li>• The CEO had provided a SEND update. A specialist provision school is to join the Trust.</li> <li>• There are currently 10 schools in the Trust, and this could grow to 50. A hub model would then operate.</li> <li>• LGB meetings would reduce from nine to seven per year.</li> <li>• The Trust would now longer have link Trustees for the schools. Instead, Trustees will take on link roles for areas such as SEND and Safeguarding.</li> </ul> <p><b>Governor Visit Reports</b> There were no reports to receive at this meeting.</p> <p><b>One-to-one meetings between Chair and governors</b> The Chair invited governors to email her to arrange a meeting, if required.</p> <p><b>Membership</b></p> <ul style="list-style-type: none"> <li>• Governors noted that no terms of office are due to expire before the next meeting.</li> <li>• There were no changes to the membership of the board.</li> <li>• There are three vacancies on the LGB. The Principal had asked for expressions of interest in the parent governor vacancy but none had been received. AH was aware of a parent who may be interested and would pass on the details to SC.</li> <li>• The Principal would discuss clerking arrangements for 2024-25 with the Trust.</li> </ul>
<b>ACTION</b>	Principal to seek expressions of interest in a parent governor vacancy.

<b>AGENDA ITEM 10</b>	<b>ANY OTHER BUSINESS</b>
<b>Discussion:</b>	There were no items of any other business agreed for discussion at the meeting.

<b>AGENDA ITEM 11</b>	<b>DATE AND TIME OF NEXT MEETINGS</b>
<b>Discussion:</b>	<p>The dates of the LGB meetings for 2023-24 were confirmed as:</p> <p>Thursday 2<sup>nd</sup> May 2024</p>



	Thursday 13 <sup>th</sup> June 2024 Thursday 11 <sup>th</sup> July 2024  All meetings to take place in school at 5:00 pm.
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The meeting moved to the Part Two agenda.

Signed: Bridget Lee

Dated: 2-5-24