

Local Governing Board (LGB) to  
The Learning Partnership (TLP)



## Shavington Primary School Summer Term (1) Minutes – Part I



# Shavington Primary School

**Date: Wednesday 6<sup>th</sup> May 2026 at 4:00pm at the school**

### **Governors present:**

Andrew Hendrie (AH) Co-vice chair (Meeting Chair)  
Peter Allen (PA)  
Kayleigh Goldstraw (KG)  
Simon Newton (SN)

### **Apologies:**

Jo Young (JY) – Headteacher  
Kris Banks (KB) Co-vice chair  
Katie Cruickshank (KC)  
Grace Johnson (GJ)  
Allan Howells (AH) – Director of Quality TLP Trust

### **In attendance:**

Amy Brock (AB) – Deputy Headteacher  
Jay Smith (JS) – School Business Manager

**Clerk:** Sharon Dutton

The Meeting papers were circulated in advance via GovernorHub. JY (Headteacher) was unable to attend the meeting and AB delivered the HT's report in her absence.

### **Governance and Administration**

#### **1. Welcome, Quoracy, Apologies and Declarations**

The meeting opened at 4:03pm. Quoracy was confirmed. No additional declarations of interest were declared. Governors thanked AB for standing in for JY to deliver the HT's report, particularly as she had just arrived back from Daven Primary School having assisted them with an Ofsted inspection currently taking place.

#### **2. Minutes of the Last Meeting and Matters Arising**

The Minutes of the LGB meeting held on 28<sup>th</sup> January 2026 were approved with no amendments. There were no matters arising. The Board reviewed the action log and agreed the following updates:

- Additional SIP Link Governor roles allocation - completed
- Dual-format data reporting provision - completed
- Curriculum presentation – OPAL by Luke Wakefield – to be deferred until next meeting

#### **ACTION: Clerk to add to the agenda for the LGB meeting 08.07.26)**

- Staff and attendance data upload – completed.
- Link governor visits schedule – to be deferred

#### **ACTION: AB to share the new schedule for the 2026/2027 academic year.**

- Staff contacts for each link governor – completed
- Confirm with KG her link governor role – completed and visit carried out
- Emotionally Based School Avoidance (EBSA) discussion - to be deferred until next meeting

#### **ACTION: Clerk to add feedback from EBSA visit to the agenda for the LGB meeting 08.07.26)**

- Safeguarding policy – add Persistent Absenteeism – completed

#### **3. Membership Update**

KC was confirmed as a new governor. The clerk confirmed that there are currently two vacancies for appointed governors on the LGB. Governor agreed to address recruitment at the beginning of the new academic term.

**ACTION: Clerk to remind KC to complete her declarations and confirmations on GovernorHub.**

## **Strategic Direction and Progress Against Priorities**

### **4. School Improvement Plan (SIP) and SEF**

**See pages 2 and 3 of the Headteacher's report**

a) To receive an update on progress.

#### **Self-Evaluation Update:**

The school's current self-evaluation judges provision to be at an **"expected standard" across all areas**, with ambition to move towards a **"strong standard" in inclusion and personal development**.

Two key areas for development identified through **Ofsted** feedback are:

- **Curriculum sequencing and clarity:**  
In a small number of subjects, the progression of knowledge and skills is not yet precisely mapped. This creates challenges for teachers in assessing whether pupils have retained and built learning over time. The school recognises the need to define **what should be taught and when**, ensuring a coherent, cumulative curriculum.
- **Communication with parents:**  
While not widespread, a number of parents have expressed dissatisfaction with communication. This is noted as having an impact on relationships. The school intends to work collaboratively with parents to improve the **timeliness, clarity and usefulness of communication**.

#### **Summary:**

The school has an accurate understanding of its strengths and areas for improvement, with a particular focus on curriculum quality and stakeholder engagement.

#### **Governor question:**

*What does "a number of parents" look like?*

#### **AB response:**

*Approximately 10% of working parents are having difficulty accessing communications from the school. The school is addressing their communication platforms to combat this. JS reported that the office was receiving less telephone enquiries for information which was a measure of success and calendar mapping and timing was also helping.*

#### **School Improvement Priorities:**

The school continues to make progress against its strategic priorities:

- **Phonics:**  
The ambition is for **over 90% of pupils to pass the Year 1 phonics check by 2027**. Current projections for 2026 are **83%**, indicating progress but a remaining gap. The **Little Wandle scheme** has been fully introduced in Reception, with staff trained and resources embedded.
- **Greater Depth in Writing (GDS):**  
There has been a **slight increase in GDS attainment**, but outcomes still lag behind reading and maths. The school is focusing on strengthening reading provision, recognising its impact on **high-quality composition and writing depth**.
- **Reducing variation in teaching:**  
A teaching handbook and monitoring processes are improving **consistency across classes and year groups**. Where differences remain, leaders actively investigate causes and intervene.
- **Attendance:**  
Overall attendance is **above national averages**, and SEND attendance is also strong. However, **persistent absence among pupil premium (PP) pupils remains a key concern**.
- **Sustainability and outdoor learning:**  
The **OPAL programme** continues to have a strong positive impact and is increasingly seen as a **unique selling point (USP)** of the school.

**Summary:**

The school demonstrates strong strategic focus, with measurable progress, though some gaps (writing depth and PP attendance) remain priorities.

b) To receive any School Improvement Record of Visit reports – conducted on 05.02.26 by Lise Houldsworth, TLP Director of Primary Education.

**Key Points:**

- **Overall Judgement**

School remains secure and improving, with effective leadership and strong EYFS provision. Clear strengths in reading, maths, attendance systems, and disadvantaged outcomes. Priorities now centre on consistency in teaching and closing remaining gaps.

- **Achievement**

**Strengths:**

Reading, writing and maths at expected standard are strong (often above national). Disadvantage gap narrowing in reading, maths and EGPS. Improved FSM attendance.

**Areas to improve:**

Writing disadvantage gap widened in 2025. Greater depth outcomes (writing and EGPS) below national over time. Phonics only in line with average which is a key priority. Year 2 (and some Year 6) progress needs closer analysis.

- **Leadership**

**Strengths:**

Leaders are accurate, reflective and responsive. Most previous actions have been completed (SEF, website, attendance tracking). Strong parent engagement (96% recommend school). Effective governance and strong community links. Good ECT support in place.

**Next steps:**

Rebuild links with secondary schools. Strengthen reporting on clubs/extra-curricular participation.

- **Attendance**

Overall, in line with national and improving. SEND attendance improving. Disadvantaged attendance remains weaker, especially risk of persistent absence. Year 2 identified as a focus cohort.

- **Curriculum & Teaching**

EYFS is a strength. Strong focus on language development and early skills. High-quality interactions and well-structured provision. Children engaged, confident and learning effectively. Year 1 is a key development area. Maths strong (good engagement and understanding). Literacy is weaker as tasks lack clarity and purpose; insufficient adaptation.

**Required action:**

Improve literacy sequencing, assessment and adaptation so learning builds consistently.

- **Key Actions from Visit**

- Analyse Year 2 progress more deeply and address barriers.
- Improve Year 1 literacy teaching (sequencing, assessment, adaptation).
- Strengthen strategic oversight of enrichment (clubs).

- **Summary:**

The school is performing well overall with clear strengths. However, it needs to improve writing, strengthen phonics outcomes, address inconsistencies in Year 1 teaching and continue to tackle disadvantaged attendance.

**Governor question:**

*Is the school concerned about the lack of progress in those areas measured at greater depth?*

**AB response:**

*Yes, the school is analysing this data. The progression to greater depth is a big “leap” and despite pupils improving significantly, achieving this is very difficult and pupils often narrowly miss targets. To address this KS2 will be receiving extra tutoring.*

**Governor question:**

*What is the reason behind the Year 5 data showing a decline in Maths and Reading greater depth particularly with girl pupils?*

**AB response:**

*The school is aware of this and has tasked the Key Stage Lead to investigate.*

**ACTION:** School to provide feedback on this issue for the next meeting

**Governor question:**

*The colour coding is inconsistent on the IDSR. Why is this? Also, the banding is unclear and difficult to interpret.*

**AB Response:**

*This is the template supplied by the DfE.*

**ACTION:** JY to investigate and report back at next meeting.

## Quality of Education

### 5. Admissions and Pupil Numbers

See page 4 of the Headteachers report.

Total roll: **483 pupils**, with nursery at full capacity. Pupil mobility includes several in-year admissions, including:

- One pupil with an EHCP joining Year 5
- One cared-for child joining Year 1
- Two pupils have left (home education and specialist provision).

The school is operating at or near capacity, with some **mobility and complex needs**, which may impact data and provision planning.

**Governor question:**

*What is the status of the Special Resource provision extension?*

**AB response:**

*The school is waiting for it to be signed off from Cheshire East and until then there is no capital funding available. Applications have been robust with upwards of 20 applications. The consultation process has been onerous, but the aim is to have this up and running by September 2026.*

**Governor question:**

*What is the reason behind the pupil being home schooled?*

**AB response:**

*Due to mental health issues within the family, this child started with low attendance. The school has been working closely with the family in conjunction with the local authority.*

### 6. Curriculum Update

See page 5 of the Headteacher's report

- **Kapow curriculum** has been implemented in history and geography, with an increased emphasis on **explicit vocabulary teaching** to strengthen understanding and connections.
- **Little Wandle phonics** is now embedded in Reception.

Curriculum development is actively addressing previous gaps, particularly around **sequencing and disciplinary knowledge (vocabulary)**.

### 7. Pupil Performance

See page 6 of the Headteachers report.

Analysis shows **some weaker outcomes in Years 2 and 5**, which do not directly align with cohort characteristics. Two new starters have caused a drop in average results. Year 6 **pupil premium pupils outperform all pupils** in reading and maths. Governors congratulated staff for their hard work delivering good results, particularly at the end of Key stage 2 and considering the number of pupils with SEND (almost 50% at this level).

## 8. Link Governor Monitoring

Governors received the following link visit reports:

### • Writing (SN) – 26.03.26

#### **Overview:**

SN met with the Writing Lead to review progress against School Improvement Plan (SIP) priorities. Due to limited time, discussion focused on key writing developments.

#### **Strengths:**

Clear focus on key improvement priorities. Positive early impact of interventions (boosters, Pathways, handwriting improvements). Strong commitment from the Writing Lead to new support strategies.

#### **Key Points for Governors:**

- Monitor the **impact of new strategies for supporting struggling writers** following implementation.
- Review upcoming data (end of term) to assess:
- Progress in **closing the gender gap**
- Improvement in **Greater Depth outcomes**

### • Numeracy (SN) – 24.04.26

#### **Overview:**

SN met with the Maths Coordinator to review numeracy provision. The school uses the *Power Maths* programme across Years 1–6, based on a mastery approach.

#### **Strengths:**

Clear, well-embedded maths strategy. Strong leadership from the Maths Coordinator. Positive staff confidence and SLT support. Inclusive teaching approach benefiting all learners.

#### **Key Points for Governors:**

- Ensure **regular checks** that all elements of the maths curriculum are fully covered to avoid gaps, especially where cohorts change.
- **Monitor the impact** of the Nursery Maths Champion programme.

Governors commented on the passion the staff are exhibiting in teaching their subject(s). AB confirmed that the SLT was trying to match staff interest with their taught subjects to encourage this.

**ACTION: Add Lise Houldsworth's reading strategy presentation to the agenda for next LGB.**

## 9. Pupil Premium

**See pages 7 and 16 of the Headteachers report.**

- The school is one of two schools within the Trust to receive a **letter from the Secretary of State (Feb 2026)** recognising its strong outcomes for disadvantaged pupils.

**ACTION: AB to share letter on GovernorHub.**

- Continued investment in **mental health and wellbeing**, including further ELSA training.
- Year 6 PP pupils are achieving **higher expected standards than non-PP pupils**. The school's approach to disadvantage pupils is highly effective, combining **academic success with wellbeing support**.
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**JS presented a financial update impacting education provision for Pupil Premium:**

- Targeted surplus £99k on track for £127k
- Work to do to balance budget 28/29
- Phonics implementation was funded within this year's budget
- There are some projects we will be doing a business case for linked to new development priorities – Year 1 continuous provision

JS confirmed that the PTA had donated 12 iPads and OPAL equipment to the school and the governors expressed their thanks to the PTA for this worthwhile contribution.

## Personal Development

### 10. Attendance

**See page 8 and 10 of the Headteachers report.**

- Overall attendance is **above national averages**.

- SEND attendance is **strong**.
- **Pupil premium attendance remains below target** and is a continued focus.

With regards to EBSA, individualised strategies are in place which have resulted in one Year 5 pupil improving their attendance to **100% after identifying a trigger** and other pupils supported with separation anxiety and lunchtime triggers. The school is demonstrating **effective, tailored responses** to attendance barriers, particularly for emotionally vulnerable pupils.

### **11. Rewards and Behaviour**

**See page 11 of the Headteachers report.**

- Behaviour policy has been updated to reflect new guidance on **restrictive interventions**.

Key data since last meeting:

- 1 suspension (serious incident involving assault on staff)
- 2 part-time timetables (linked to SEND/placement needs)
- 1 pupil in alternative provision (planned reintegration)

Incident levels remain low:

- Bullying: 1 incident (resolved)
- Racial incidents: 2 (no recurrence)
- No homophobic incidents, sexual violence, or harassment
- Positive handling: 14 since September, **none this term**

Behaviour is generally strong, with **low incident rates and improving trends**, though a small number of high-need cases require intensive support.

### **12. Safeguarding**

#### **Overview**

- Safeguarding leadership is in place with a DSL (Jo Young) and two deputies.
- Ongoing communication with parents is strong, including online safety workshops and regular safeguarding updates via newsletters.

#### **Key Safeguarding Data**

- Total referrals: 33 (15 since last report), with 11 referred to Integrated Front Door.
- Main concern: domestic abuse, though many cases were closed after consultation.
- Mental health referrals: low (2 total) but increasing support in school.

#### **In-school support for Pupils**

- 8 counselling cases, 23 ELSA support cases.
- External support (e.g. CAMHS): 2 pupils.
- Parents are regularly signposted to external services (e.g. Family Hubs, Crisis Line).

#### **Safeguarding Categories current numbers:**

- Child Protection: 1 (down from 2 last year)
- Child in Need: 0 (down from 3)
- Early Help: 9 (increase from 3)
- Looked After Children: 3 (increase from 1)
- No cases of Prevent/Channel referrals, peer sexual harassment or violence, children missing in education

#### **Staff Safeguarding**

- 2 low-level concerns reported (1 since last report); no LADO referrals.
- Staff reporting processes are in place via "Staff Safe."

#### **Safeguarding Practice & Curriculum**

- Strong preventative work through curriculum and workshops: NSPCC "Speak Out, Stay Safe", "Relationships Without Fear" programme (Year 4)
- Ongoing updates to relationships education and regular safeguarding scenarios for staff.
- School recognised with a Gold Award for supporting young carers.

### Key Takeaways

- Safeguarding systems are active and responsive, with domestic abuse a key concern area.
- Early Help cases are rising, suggesting earlier intervention.
- Strong pastoral and preventative provision (workshops, counselling, parental engagement).
- No significant high-risk safeguarding trends (e.g. Prevent or peer sexual incidents).

#### **Governor question:**

*The increase in ELSAs is noted. Does the school need to consider creating a whole class just for this support?*

#### **AB response:**

*It is a consideration.*

A discussion took place around the reasons for the escalation. It was generally agreed that the school was proactive in its approach which was an attraction. Governors also noted an unprecedented increase in the number of LAC's. Extra funding is available for training but not to increase staff numbers.

#### **Governor question:**

*Does the increase in these numbers have a detrimental effect on the rest of the student body?*

#### **AB response:**

*Due to the bespoke nature of ELSA, it does not. However, the school is looking at tweaking the curriculum to achieve universal provision. However, teaching is not as time consuming as the recording, planning and assessment.*

### **13. Welfare and Wellbeing – Students**

**See page 12 of the Headteachers report.**

- Strong engagement with external agencies (CAMHS, CLASP, therapists, etc.).
- ELSA provision is well developed, with **recognised quality**, but demand exceeds capacity.
- Use of the **Boxall profile** to assess and monitor wellbeing.
- Regular reviews between SENCo, staff and parents.

The school has a **robust, multi-layered wellbeing system**, although **capacity constraints** (ELSA) present a challenge.

### **14. Welfare and Wellbeing – Staff**

**See page 13 of the Headteachers report.**

Staff survey completed (21 responses). An identified issue is that **a minority of staff are not consistently applying behaviour expectations and policy**. Staff wellbeing systems are in place, but **consistency in practice** remains an area for leadership focus. Governors noted that whilst the response to the survey was 60% this was rather low although consistent with previous years. AB was of the opinion this was due to work load and that many staff with no issues did not feel they needed to respond.

A discussion took place around the need to tighten up on the need for consistent monitoring at the end of lunchtime.

**ACTION: AH to engage staff around welfare on his next link governor visit.**

#### **Governor question:**

*How does the SLT improve the performance of underachieving staff?*

#### **AB response:**

*The SLT undertakes a performance plan and conducts regular formal reviews in collaboration with the Trust's HR department.*

#### **Governor question:**

*How easy is it to get cover for absent staff?*

#### **JS response:**

*The school has absenteeism insurance which falls slightly short of supply. Supply teachers are not easy to find. Supply teachers are monitored and the school attempts to maintain consistency with these staff sector.*

## Local Matters and Stakeholder Engagement

### 15. Policies

- Safeguarding Policy agreed.

#### **ACTION: JS to upload onto school website**

- Accessibility
- SEND – to update and align across all website pages

The clerk confirmed that a School Food policy was no longer required.

There were no Trust policies to receive.

#### **ACTION: Clerk to send approved template versions of SEND and Accessibility policies to JS for updating**

### 16. Governor Training Update

Governors were reminded to complete Cyber training on the NGA website before the next LGB meeting. A link had been provided in the agenda.

#### **ACTION: Governors to complete Cyber training.**

### 17. Stakeholder Engagement - Parents and Carers

#### **See page 14 of the Headteachers report.**

- Complaints remain rare.
- Good engagement in workshops (e.g. online safety).
- FOSPs (parents' group) increasingly active, providing significant support (e.g. iPads and OPAL equipment funding).

Parent engagement is generally positive, though communication improvements remain a priority.

### 18. Stakeholder Engagement – Wider Community

#### **See page 15 of the Headteachers report.**

Activities include:

- Choir attending church service x 2
- Online safety workshops
- Parish council visited RP
- WI hearing readers
- Y4 have done a 6-week course of workshops on Relationships without Fear
- Parents evenings were well attended
- Speak Out Stay Safe workshops (NSPCC) year 2&6

The school is highly embedded in its community, enhancing pupil experience and safeguarding awareness

### 19. Communication to the Trust

There were no communications made to the Trust.

### 20. Communication from the Trust

#### **ACTION: Governors to complete the SKILLS AUDIT as soon as possible**

### 21. AOB

AB gave her apologies for the next LGB meeting as she will be in London on a pupil field visit

**Date and Time of Next Meeting: Wednesday 8<sup>th</sup> July 2026 at 4:00pm**

**Meeting closed at 5:51pm**

Minutes prepared by Copilot in collaboration with the Clerk

Minutes approved: .....

Date:.....