

## Minutes of a Meeting of Black Firs Primary School

Local Governing Board (LGB)

Date: Thursday 10<sup>th</sup> October 2024, 4:30pm in school

Governors in attendance:	Shazma Mahmood-Shakoor	(SS)	Chair of LGB
	Cheryl Glover	(CG)	Co-opted governor
	Paul Horrocks	(PH)	Co-opted governor
	Emma Perriman-Rabone	(EP-R)	Co-opted governor
	Robert Sigley	(RS)	Co-opted governor
	Jonathon Barlow-Bailey	(JB-B)	Parent governor
	Kathryn Fowler	(KF)	Parent governor
Others in attendance:	Anna Jones	(AJ)	Headteacher
	Adam Millington	(AM)	Staff Observer
	Jen Harrison	(JH)	Deputy Headteacher
Apologies:	Josh Cammiss	(JC)	Parent Governor

## PART ONE: NON-CONFIDENTIAL BUSINESS

The meeting commenced at 4:37pm.

ITEM		ACTION
	<b>GOVERNANCE AND ADMINISTRATION</b>	
1.	<p><b>Welcome, Quoracy, Apologies and Declarations</b></p> <p>Governors were welcomed to the meeting and introductions were made for new governors.</p> <p>Apologies were received and accepted from:</p> <ul style="list-style-type: none"> <li>JC</li> </ul> <p>The meeting was quorate and there were no declarations made or conflicts of interest with the business of the meeting raised by governors.</p>	
2.	<p><b>Minutes of the Last Meeting and Matters Arising</b></p> <p>The minutes of the previous meeting on 18.06.24 were confirmed as a true and accurate record of proceedings. Governors <b>approved</b> the minutes.</p> <p><b>ACTION:</b> Upload a final copy of the minutes to Governor Hub and mark as signed.</p> <p>The action log from the previous meeting was reviewed and the following items were noted:</p> <ul style="list-style-type: none"> <li>Item 2 - An action relating to governor training had been followed up with the Trust and it was confirmed that the induction checklist within the Governance Handbook sets out key training requirements and any additional training can be sourced or provided on an ad hoc basis by the Trust if required. Governors were encouraged to access the Governance Handbook via the TLP Resources page on Governor Hub.</li> </ul> <p>It was commented that the information available from the Trust can be overwhelming and it was suggested that a buddy/mentor system for new governors may be more useful. It was agreed that PH would mentor CG and RS/JC would mentor JB.</p>	Clerk

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	<ul style="list-style-type: none"> <li>Item 9 – RS confirmed that enquires had been made regarding the Tesco community grant funding and it was noted that there has been unprecedented demand for funding from local schools, but BFPS is on the waiting list. Once the school are notified of their inclusion in active fundraising, the local community can be informed. <b>Q: How is the money received into school?</b> <b>A:</b> A cheque is issued. In order to apply for the funding, the applicant must be a charitable organisation so it would need to be the PTA that applied for the funding.</li> <li>Item 15 – It was confirmed that a response from the Trust is still awaited regarding the staff wellbeing survey, and this will be followed up post meeting. <b>ACTION:</b> Follow up further on the Trust staff wellbeing survey.</li> </ul> <p>All other items were marked as complete.</p>	Clerk																					
3.	<b>Compliance</b> The clerk confirmed that all declarations and confirmations had been completed by all governors for the 2024-25 academic year.																						
4.	<b>Membership and effectiveness update</b> a) Current vacancies were considered as follows: <ul style="list-style-type: none"> <li>1 x appointed governor – There are ongoing conversations regarding recruitment. It was agreed that an independent candidate is required from the local community.</li> </ul> <p>Governors queried whether any specific skills were required on the board. It was noted that the current board comprises a wide range of skills but that an EYFS specialist would be beneficial. However, governors are open to a range of skills, and a local community candidate with links to industry or local business would also be beneficial.</p> <p>Governors considered advertisements for the role and suggested contacting the Trust marketing team to design an advert. Social media was also considered, and it was agreed that platforms would be investigated.</p> <p>Governors discussed the social media options available including the use of the Congleton Chats Back page on Facebook, the Congleton Chronicle, U3A, scouting and guiding groups, the Rotary Club and the Town Council. It was highlighted that any social media posts would need to be managed to ensure the conversations are muted. It was also suggested that local nurseries be contacted with details of the role. <b>ACTION:</b> Generate an advert and review the potential platforms for circulation including social media.</p> b) The following new appointments were announced: <ul style="list-style-type: none"> <li>Cheryl Glover has been appointed as co-opted governor for a four-year term of office commencing from 01.09.24 – 31.08.28. CG was formally welcomed to the Board.</li> </ul> c) There were no terms of office due to expire before the next meeting.	AJ																					
5.	<b>Annual Tasks</b> a) Link governor roles were confirmed as follows: <table border="1"> <thead> <tr> <th>Link Role</th><th>Governor</th><th>Staff Link</th></tr> </thead> <tbody> <tr> <td>Safeguarding</td><td>SM-S</td><td>AJ</td></tr> <tr> <td>EYFS</td><td>PH supported by CG</td><td>JH</td></tr> <tr> <td>SEND</td><td>RS</td><td>Jessica Milne</td></tr> <tr> <td>Science</td><td>KF</td><td>Megan Reedy</td></tr> <tr> <td>Maths</td><td>JC supported by JB</td><td>Matt Dale and Laura Mulaney</td></tr> <tr> <td>English</td><td>SM-S</td><td>Jess Milne – Reading Pete Woods – Writing</td></tr> </tbody> </table>	Link Role	Governor	Staff Link	Safeguarding	SM-S	AJ	EYFS	PH supported by CG	JH	SEND	RS	Jessica Milne	Science	KF	Megan Reedy	Maths	JC supported by JB	Matt Dale and Laura Mulaney	English	SM-S	Jess Milne – Reading Pete Woods – Writing	
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6.	<p><b>Self Evaluation Form – to evaluate the impact of the SIP for 2023-24</b></p> <p>The SIP had been circulated to governors for review prior to the meeting. The following items were highlighted by the Headteacher:</p> <p>The Key Stage 2 attainment results for 2023-24 are not as strong as the results from 2022-23. The overall data set for assessment across the school is mixed.</p> <p><u>Early Years</u></p> <p>There was a high level of good level of development (GLD) achieved in Early Years with 72% of pupils achieving GLD compared to the national average of 68%.</p> <p><u>Year 1 Phonics Check</u></p> <p>There was a reduction in the number of children passing the Year 1 phonics check with a total of 67% compared to the national average of 80%. Governors noted the context around the cohort of pupils, with 17 pupils identified as persistently absent, high levels of SEND, illness outbreaks and changes in staffing, all of which impacted pupils.</p> <p><b>Q: What target did the school set for the phonics check?</b></p> <p><b>A:</b> 89%.</p> <p>The school also confirmed that the Little Wandle phonics scheme has been challenging to deliver, particularly if there are any staffing issues. Therefore, the decision was taken to introduce a new phonics scheme (Ready, Steady, Phonics) and a positive impact is already being seen. Lise Houldsworth, Director of Primary Education at the Trust, has visited school to monitor the new scheme and noted a positive impact in the classroom. Staff have been impressed with how quickly Reception pupils are accessing early reading. The scheme includes the use of alien words which are part of the phonics check, and the segmenting and blending opportunities are increased.</p> <p>Governors were informed that the introduction of the new phonics scheme has required the additional purchase of resources. The books purchased are matched to what pupils are learning in class. There have also been changes to the home reading system whereby children can change their book daily if required which is resulting in increased engagement from pupils. An</p>																

ITEM		ACTION
	<p>online reading diary has also been introduced which has been trialled in Reception and will be launched in other year groups following half term.</p> <p><b>Q: The phonics screening check is taken in June each year, when did the school suspect there would be issues meeting the target set?</b>  <b>A:</b> This was identified at the start of the year following cohort issues being recognised. There were also staffing issues which further exacerbated problems. The school had estimated that 80% of pupils may pass but the issues compounded over time and by April 2024, the school were aware that the pass rate would be well below target.</p> <p><b>Q: Does the school have a strategy this academic year to combat any issues?</b>  <b>A:</b> Yes. The school are revisiting early phonics content for all pupils in Year 1 to ensure that this knowledge is secure, and interventions will continue throughout the year driven by pupil need. Children complete workbooks daily and these are marked live to ensure that any misconceptions or issues are addressed immediately. There are also increased writing opportunities for pupils. These strategies allow for improved assessment strategies and targeted afternoon interventions each day. The scheme is also less restricted than Little Wandle which was very specific in the strategies that staff could use.</p> <p><b>Q: Does the school feel that having two separate Year 1 classes is having a positive impact on learning?</b>  <b>A:</b> Yes, this has made a significant difference. The classrooms are calmer and quieter.</p> <p><b>Q: Can the school explain the 88.9% in Year 2 data?</b>  <b>A:</b> This relates to the number of children who retook the phonics check in Year 2 and 88.9% of these pupils passed the retake.</p> <p>Currently, all Year 2 pupils are undertaking phonics and spelling, punctuation and grammar (SPAG) work. Whilst this creates timetabling difficulties, staff have embraced this and are working hard to deliver additional interventions and increased phonics sessions for all pupils.</p> <p><b>Q: Who is leading on this provision within school?</b>  <b>A:</b> This is being led by JH who is the Phonics and Early Reading Lead.</p> <p><u>Year 4 Multiplication Check</u>  80% of pupils met the national average. However, there was a significant drop in pupils scoring full marks in the test with only 13% achieving this compared to 34% nationally.</p> <p><u>Key Stage 2 SATs</u>  Reading – 82% of pupils achieved the expected standard compared to 74% nationally with 20% greater depth compared to 28% nationally.  Writing – 60% of pupils achieved the expected standard compared to 72% nationally with 2% greater depth compared to 13% nationally.  Maths – 62% of pupils achieved the expected standard compared to 73% nationally with 13% greater depth compared to 24% nationally.</p> <p>In terms of writing, the Year 6 writing is moderated externally by the Local Authority (LA), and they are very strict in their judgement of pupil's work with Cheshire East consistently below national in this area. The school had identified a number of pupils who were on the borderline of greater depth but there is no input from the school as to who is selected, this is a random sample taken by the LA. The school confirmed that there was one pupil who achieved greater depth in writing and the local authority communicated that this pupil's work could be used as exemplar material. Of the children selected for moderation, not enough were able to</p>	

ITEM		ACTION
	<p>demonstrate secure skills in SPAG. The ideas, vocabulary and punctuation used were generally strong but, in some cases, the foundations of SPAG were missing and consistency issues across the school in this area have been identified.</p> <p>The school have investigated the issues with SPAG teaching and reviewed what is being taught. A trial of new schemes, Ready, Steady, Write and Ready, Steady, Spell have also been undertaken. It was identified, following investigations, that many aspects of work were not being taught explicitly and the current handwriting systems in place were causing difficulties with letter formation. Following consultation with staff, the decision was taken to implement the trialled schemes and additionally, Ready, Steady, Comprehension is also being introduced.</p> <p>Results in comprehension are slightly below expectations and whilst pupils perform well in guided reading activities within class, the NFER tests highlighted that students have difficulties answering SATs style questions. The school have now moved away from daily guided reading sessions to a daily comprehension session and there are increased modelled reading and writing opportunities for pupils. However, it was important for the school to retain the positive elements of the guided reading sessions and there will be a book club for pupils held on Fridays.</p> <p>The school have also reviewed the Fisher Family Trust (FFT) fluency assessments which evidence that whilst children can read clearly, if their reading fluency is slow, this will impact comprehension. The resources are now in place with the reading scheme to match pupils reading fluency which is having a positive impact.</p> <p><b>Q: Is there potential to issue a list of recommended reads to parents to support the work being done by school at home?</b>  <b>A:</b> Yes. Lists of 50 recommended reads for each year group are currently being developed and will be circulated to parents once completed. There are Reading Trees in each classroom which will comprise sets of texts for each year group and parents are being asked to assist in building these sets of books.</p> <p>The school confirmed that there are online subscriptions with a scheme called Century, for maths, reading comprehension and SPAG which can be accessed at home and in school. These subscriptions are currently on a phased roll out to all year groups and an information session for parents will be held once this has been completed.</p> <p><b>Q: Is all the relevant information relating to the reading scheme on the school website?</b>  <b>A:</b> Not as yet, but the work to update the website and include this information is underway.</p> <p>The school confirmed that the drop in results in maths in Year 6 was not anticipated and the school were not prepared for this. The papers have been reviewed and there was significant content on Year 3 and 4 maths, therefore where children were not secure in these areas this has impacted their answers and the application of strategies.</p> <p><b>Q: Does the school subscribe to a platform called Times Table Rockstars?</b>  <b>A:</b> The school have recently subscribed to this, and it will be available for Year 4 after half term and for all other KS2 year groups after Christmas. This will not be rolled out to Year 1 and 2 until later in the year as it is important that these year groups secure their addition and subtraction skills prior to moving on to multiplication.</p> <p><b>Q: If there has been an issue in Year 3 and 4 maths, what is the school putting in place with Year 5 and 6 to resolve this?</b></p>	

ITEM		ACTION
	<p><b>A:</b> This is partly being addressed through the single class teaching approach. The school had to take a financial decision to ensure high quality staffing and in Year 4 and 5, and have placed a single teacher to teach 30 pupils with a Level 6 HLTA assigned to teach the remaining 15 pupils.</p> <p><b>Q: On what basis have the 30-15 groups been split?</b>  <b>A:</b> At present, in Year 4 both groups are mixed ability, and the groups will be rotated so that all children have direct teacher input. This is slightly different in Year 5 as the class teacher is working with any pupils who have identified needs. The school will continue to adapt the teaching requirements flexibly to meet cohort specific needs. It is essential that fluency skills are embedded in maths. A new subject lead, Matt Dale, has been appointed and the concept of maths mastery is being revisited to ensure that pupils understand this term and have the strategies in place to meet objectives.</p> <p><b>Q: Has a gap analysis in spelling been undertaken with Year 6 pupils?</b>  <b>A:</b> An assessment is underway at present to identify gaps in spelling.</p> <p><b>Q: Are the new schemes that the school has subscribed to fully resourced?</b>  <b>A:</b> Yes, but if the training for the schemes is not undertaken, the resources could be overwhelming for staff. The school have subscribed to a two-year package of training from Literacy Counts to ensure ongoing support for staff which allows staff to develop their skills. This runs alongside the wider CPD programme which is now significantly more structured for staff development.</p> <p><b>Q: How have staff dealt with the disappointing results alongside the staffing changes? It is important to balance the health and wellbeing of staff with the pressures staff are experiencing.</b>  <b>A:</b> This has been challenging. The number of changes made has been significant and included changes to the Early Years curriculum. Resources are an issue in some subjects such as computing but it has also been evidenced that there were gaps in teaching of some foundation subjects where these were not being taught consistently. The structure of SLT has also changed to introduce monitoring meetings with all members of SLT and TLR holders so that increased numbers of staff are involved in reviewing different subject areas.</p> <p><b>Q: Has the live marking mentioned in relation to phonics reduced staff workload?</b>  <b>A:</b> The school are in the first week of implementing this so there will need to be time to assess the impact. The marking and feedback policy has also been streamlined. For example, in upper Key Stage 2, marking was often left until the end of the week, but this was not have the right impact as pupils require more immediate feedback to make changes and embed their learning. There is a standardised form for marking which has been introduced for all staff to follow. Staff are working incredibly hard to implement the changes alongside the new curriculum.</p> <p>Governors acknowledged the high level of change that staff had experienced over the course of the last academic year.</p> <p><b>Q: When does the school anticipate that the impact of these changes will be seen in results?</b>  <b>A:</b> The school expect this to be at the end of this academic year.</p> <p>Governors considered the support of the Trust and how this could benefit the school. It was noted that there is a newly appointed Deputy CEO and Primary Phase Leader in place which provides additional education focus and support.</p> <p>It was noted that the staff wellbeing survey results from the Trust have not been shared with schools and new staff will not be aware of this survey. It was suggested that the now would be</p>	



ITEM		ACTION
	<p>a pertinent time to reissue the wellbeing survey. The school confirmed that additional communication was anticipated from the Trust last year but now the school must ensure that the SLT team are included in central discussions to allow information to be shared with the wider staff body and identify any issues.</p> <p>Changes in structures and the growth of the Trust has resulted in increased distance from CEO's and with increased staff, there is a risk that information could be missed. It is important to ensure that the school communicates with the Trust if information has not been disseminated clearly.</p> <p><b>Q: What is a TLR?</b>  <b>A:</b> A TLR is an additional payment for a specific teaching and learning responsibility (TLR) and there are currently four staff in school who have a TLR.</p> <p>The subject of adaptive teaching was raised for discussion and a handout was shared with governors during the meeting. The Education Endowment Fund (EEF) undertake education research and there is significant evidence that adaptive teaching will benefit all pupils. This is a Trust-wide initiative and comprises 5 key strategies called the 5-a-day approach which can be utilised by staff to adapt their teaching to pupils' needs during lessons. However, there is an issue around one of the approaches which calls on staff to utilise technology to support pupils. Technology remains a challenge for the school. The school currently has poor provision of technology and have been liaising with the Trust to organise additional, functional provision. Therefore the 5-a-day approach has been adapted to include effective feedback instead of technology until this issue is resolved.</p> <p><b>Q: What is the plan for the lack of technology provision?</b>  <b>A:</b> Additional funding is required. The school have replaced all interactive boards within school with touchscreen boards but there are only 15 laptops across the school. There is a limited number of iPads and these are all between 6 and 10 years old.</p> <p><b>Q: What does the school require as a minimum?</b>  <b>A:</b> 90 laptops across the school.</p> <p><b>Q: Is the school in a different position to other local schools?</b>  <b>A:</b> Yes, other schools appear to have better provision of technology. There is a very low PP cohort within school and therefore, limited additional funding available to be utilised on technology. There is also a legacy issue in that historically there was an initiative in place whereby pupils were asked to bring their own iPads or laptops into school and therefore no provision was made to purchase IT equipment. Additionally, there is a shortage of staff IT equipment and staff have had to be assigned school laptops which takes these out of circulation for pupils. There have been discussions and audits undertaken with the Trust and Novus, the Trust IT service provider, on the school requirements. The school were informed that a Trust approach to IT purchases would be introduced which would delay funding but that the school would be a priority due to the outdated equipment in place. A loan was provided from the Trust to purchase the 7 interactive boards, but this must be repaid over time. The school understood that staff laptops and other items would be provided through a leasing system, but this has not been implemented and may no longer be the case. Novus have placed an order for a number of laptops but are waiting for Trust approval. Equipment purchased through Novus is more expensive, but Novus will not manage equipment that is not purchased through them as part of their service level agreement.</p> <p><b>Q: Can staff use personal devices?</b>  <b>A:</b> No. This is not permitted as part of KCSIE due to safeguarding and GDPR issues.</p>	

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	<p>Governors <b>emphasised</b> that staff should not have to use their own devices regardless of requirements. The school were provided with an assurance from the Trust DCEO last year that this issue would be resolved. Governors <b>queried</b> how they could help with this situation. The school responded that it was important to maintain a formal record of discussions and for the Chair to continue to raise the issue with the Trust.</p> <p><b>Q: Could other schools loan equipment to BFPS?</b>  <b>A:</b> It is unclear how this could work, with both access issues and timetabling challenges.  <b>ACTION:</b> Request a progress report from the Trust on the purchase of IT equipment for the school prior to the next LGB meeting.</p> <p><b>Q: What is the cost associated with the purchase required?</b>  <b>A:</b> The school have requested 14 laptops as a minimum starting point and these cost between £500-650 each including the support package. An investment of approximately £7,000 minimum is required. The school paid £2,500 for each interactive board which included a £1,000 mark-up from Novus. There are still two classrooms that do not have interactive boards.</p> <p><b>Q: When pupils transition to high school is technology widely used?</b>  <b>A:</b> It depends on the school. Congleton High School (CHS) for example, has significantly more technology than BFPS but CHS also has 22% PP compared to 5% at BFPS which provides CHS with additional funding. Staffing costs at BFPS are significant at 94-95% of the school budget which also impact funds available.</p> <p>Governors <b>highlighted</b> that the lack of technology could cause difficulties for pupils in high school. STEM is significant focus, and the school is in an aspirational demographic and therefore should be at the forefront to support pupils in this area.</p> <p>Governors <b>expressed their confusion and frustration</b> at why the school was struggling in this area so significantly.</p> <p>The school explained that funds have been made available for other works that are relatively unseen such as the roofing works which will be the most significant investment from the Trust over the course of the next year and are essential Health and Safety works.</p> <p><b>Q: Is the source of funding for bids from central government?</b>  <b>A:</b> Yes. Previously, in the smaller Trust, applications would be made for capital investment funding (CIF) bids. However, due to the increased size of TLP Trust, conditions allocation funding is now received and £1,200,000 of funding is available across the Trust.</p> <p><b>Q: Are the roofing works more expensive because of the solar panels installed?</b>  <b>A:</b> Yes, there is an additional £8,000 required to remove the solar panels to facilitate the replacement roof works.</p> <p><b>Q: How does the school foresee the financial issues being resolved?</b>  <b>A:</b> The roof works have to be completed, and this will take place over the summer holidays in 2025. In terms of IT, the school will need to continue to make the case for this and adapt teaching in the meantime.</p> <p><b>Q: Is there a specific requirement for laptops or iPads?</b>  <b>A:</b> Laptops for pupils would be better.</p> <p><b>Q: If hardware is not purchased through Novus, would Novus service the hardware?</b></p>	<p><b>Clerk/ SM-S</b></p>



ITEM		ACTION
	<p><b>A:</b> Externally purchased hardware does not form part of the service level agreement with Novus.</p> <p>Governors noted that two high schools within the Trust have been fitted with new IT suites and BFPS is on the list to receive any surplus hardware. Governors <b>queried</b> whether any PTA funding could be used to support the purchase of new IT equipment. However, the school confirmed that currently all PTA funding is used to reduce the cost of residential trips for pupils.</p> <p>Governors <b>highlighted</b> that in other local schools, summer fairs can raise up to £5,000 and more funds could be raised by the school. The school confirmed that there is an increased focus on the PTA planned for after half term and options to increase fundraising will be explored.</p> <p><b>Q: How many members are on the PTA?</b>  <b>A:</b> The membership is currently small, and needs to be expanded so this will be advertised to generate interest.</p> <p><b>Q: How much difference to the cost of the school trip would it make if the cost was passed on to parents to utilise funding in other areas such as IT?</b>  <b>A:</b> This would make a significant difference. The school have heavily subsidised the trip historically and therefore this benefit has been passed on. The addition of the cost of transport would be a burden for parents.</p> <p><b>Q: What is the Headteacher's view on subsidising trips, would it be possible to adopt an alternative structure to the pattern of trips or undertake different trips?</b>  <b>A:</b> The subsidising of the trips links to the restructuring of Teaching Assistant hours. All staff who are new to the school have different contracts to those employed pre-2023. The Headteacher has sought advice from HR regarding the approach taken by other schools in the Trust.</p> <p><b>Q: What is the uptake from students for the residential trip?</b>  <b>A:</b> Uptake is high, but there will be 3-4 pupils from each year group who will not be attending and they must be in school during this time with staff available to teach.</p> <p><b>Governor Comment:</b> The main priority is that funding is made available for the purchase of IT to enable the curriculum to be delivered effectively in all areas.</p> <p>The school agreed that this was a high priority and there are ongoing financial challenges with the high cost staffing ratio and the need for estates investment.</p>	
7.	<p><b>School Improvement Plan – to agree the strategic priorities for 2024-25</b></p> <p>The school improvement plan had been circulated to governors for review prior to the meeting. The four main priorities for 2024-25 are linked to the key Ofsted areas and include the following:</p> <p><u>Quality of Education</u></p> <ol style="list-style-type: none"> <li>1. Ensure a cohesively planned writing curriculum.</li> <li>2. Ensure the whole school curriculum is adapted to be ambitious and meet the needs of SEND pupils.</li> </ol> <p><u>Behaviour and Attitudes</u></p> <ol style="list-style-type: none"> <li>3. Ensure consistently high expectations for all pupils.</li> </ol> <p><u>Leadership and Management</u></p> <ol style="list-style-type: none"> <li>4. Develop subject coordinator roles across school.</li> </ol>	

ITEM		ACTION
	<p>Governors noted that improvements in attendance for persistent absentees forms part of the behaviour target.</p> <p>Governors <b>agreed</b> the proposed targets for 2024-25.</p>	
	<b>EDUCATION</b>	
8.	<p><b>Admissions and Pupil Numbers</b></p> <p>Governors were provided with data on pupil numbers prior to the meeting including comparison data from September 2024 to January 2025. It was confirmed that overall pupil numbers have increased in the autumn term 2024.</p> <p>The school are currently oversubscribed which is positive in terms of pupil numbers and there have been a number of admissions appeals. However, the costs attributed to appeals have increased significantly and the school is now required to pay an overall service cost of £375 per child compared to previous costs of £75 per child. There is also an additional service cost for the LA which brings the total cost per child to £450 per child per appeal. This is also non-refundable even when a family withdraws their appeal which happened in one case this term or where the appeal is lost. One appeal was successful, two were refused and one was withdrawn.</p> <p><b>Q: Is there a limit to the number of EHCPs a school can cater for?</b>  <b>A:</b> No. The only limit is the size of the classroom in terms of pupil numbers.</p> <p>It was emphasised that it is important that governors maintain focus on strategic discussions and not to engage in operational matters or areas that the LGB is not responsible for.</p> <p>The school highlighted the increasing number of ECHPs across school and the high number of pupils who have SEND needs and require an EHCP but have not yet been issued with one. Governors noted the financial implications for the school in covering the first £6,000 of all ECHPs. There are also additional costs for pupils on SEND provision plans for monitoring and interventions. Governors were informed that where pupils have been registered as receiving SEND provision, this is then recorded on the SIMS registration system and on the census, following which the school will receive funding the following year. However, the lag in funding exacerbates issues with resources and staffing.</p>	
9.	<p><b>Review of Attendance for 2023-24</b></p> <p>The attendance rate up to 01.10.24 was reported as 98%. The school confirmed the overall target for the year is 96%.</p> <p>The school continue to engage with the LA who undertake visits to the school to discuss pupils of concern. The LA have confirmed that the processes in place within school are robust. A continued focus on reducing persistent lateness and persistent absence will remain for 2024-25.</p>	
10.	<p><b>Review of 2023-24 progress and attainment including KS2 SATs results</b></p> <p>The progress and attainment of pupils was discussed under Item 6 of this meeting.</p>	
11.	<p><b>To agree the progress and attainment targets for 2024-25</b></p> <p>Targets for progress and attainment were discussed under Item 6 of this meeting.</p>	
	<b>WELFARE</b>	
12.	<p><b>Safeguarding Update</b></p> <p>It was confirmed that three members of the Board attended the Trust safeguarding briefing.  <b>ACTION:</b> Share safeguarding briefing documents with the Board.</p> <p>A safeguarding link visit took place in July 2024 and the Single Central Record (SCR) was reviewed in September. There were no issues identified from any visits.</p>	<b>SM-S</b>

ITEM		ACTION
	The school safeguarding focus in the SIP is on online safety, reducing persistent absence, continue with statutory training and provision of support to families impacted by adult mental health and domestic violence.	
13.	<b>Welfare and Wellbeing – Students</b> Governors acknowledged the content of the report circulated prior to the meeting. There were no questions on student wellbeing.	
14.	<b>Welfare and Wellbeing – Staff</b> Governors acknowledged the content of the report circulated prior to the meeting. The staff survey was discussed under Item 6 of this meeting.	
	<b>Local Matters &amp; Stakeholder Engagement</b>	
15.	<p>The following policies had been circulated to governors for review prior to the meeting:</p> <ul style="list-style-type: none"> <li>a) Safeguarding</li> <li>b) Behaviour</li> <li>c) First Aid</li> <li>d) Intimate Care</li> <li>e) Attendance</li> </ul> <p>Governors <b>commented</b> that the addition of more centralised policies across the Trust was a positive step.</p> <p>Governors <b>approved</b> the above-listed policies.</p> <p>Governors <b>queried</b> the systems in place for policy management and the school confirmed that a schedule that has recently been developed by the Trust for each school and will provide a clear system for review.</p>	
16.	<p><b>Communication to the Trust</b></p> <p>The following items, discussed in the meeting, were highlighted to be communicated to the Trust:</p> <ul style="list-style-type: none"> <li>• A request for an update on the funding for new IT equipment for the school.</li> <li>• An update on the position of the Trust wellbeing survey and the results from the previous survey.</li> </ul> <p>Governors <b>requested</b> an update on the installation of fencing around the school site. The school confirmed that a planning application is currently being amended after the application was previously refused twice due to issues with the submitted drawings. The amended application has now been submitted and a decision is anticipated to be received by April 2025. Governors <b>emphasised</b> the importance of the installation of the fencing for safeguarding purposes. The school confirmed that the Trust are working to support the school and manage the planning issues that have arisen with the LA. Governors noted that temporary fencing is in place at present to meet safeguarding requirements.</p> <p><b>Q: What is the plan for the woodland area?</b>  <b>A:</b> This area is unable to be used until fencing is installed and therefore it remains closed at present. The school have considered adaptations to this area following objections from neighbouring properties. The emergency plan implemented by the Trust is a phased approach with phase one addressing the fencing to the front of school as the first priority. Emergency tree works are also required at a cost of £5,000.</p> <p><b>Q: How are the school managing communication with parents on this matter?</b></p>	

ITEM		ACTION
	<p><b>A:</b> Communication is carefully managed, and the temporary fencing requirements have been explained to parents.</p> <p>Governors <b>acknowledged</b> the support the Trust are providing to resolve the fencing issues.</p> <p>Governors <b>requested</b> an update on other building works within school. It was confirmed that work undertaken in the Year 1 classrooms has been progressing, but this has resulted in delays to other building works and there have been issues with the quality of the work in some areas.</p> <p><b>Q: Last academic year, the school was struggling with space, what is the situation now following building works?</b></p> <p><b>A:</b> Space remains restricted, all parts of school are fully utilised, and the biggest issue is finding available space for intervention work. Staff are hot-desking in the Headteacher's office during PPA time at present.</p> <p>Governors <b>highlighted</b> the issues with the age of the building and commented that in some cases it can be more costly to maintain than to knock down and rebuild.</p>	
17.	<p><b>Communication from the Trust</b></p> <p>The clerk notified governors of the 2024-25 Trust Governance Conference proposed to take place on Saturday 14<sup>th</sup> June 2025.</p> <p>Governors who attended the conference in July 2024 commented on how positive the experience was with networking opportunities and useful workshops. Governors were encouraged to attend the forthcoming conference.</p>	
18.	<p><b>AOB</b></p> <p>The date for the next meeting was considered with a request to reschedule the date to the end of the spring term for reporting purposes. Governors agreed to reschedule the third LGB meeting.</p> <p><b>ACTION:</b> Confirm the new date for LGB3 following the meeting.</p> <p>The school confirmed that a website audit had been undertaken and there were updates required to ensure compliance. Lise Houldsworth, TLP Director of Primary Education, has supported the school with this work. It was queried whether the Trust consider school compliance in relation to accessibility standards.</p> <p><b>ACTION:</b> Contact the Trust to request confirmation on who is responsible for monitoring accessibility standards compliance.</p> <p>Governors <b>requested</b> an update on the SIP visit. The school confirmed that the recent visit was very positive. There were challenges around data and the positive impacts on phonics and reading were acknowledged. The behaviour of pupils was commended. Governors noted that the school have introduced the use of a sports coach during lunch times which has had a positive impact on behaviour and there is also a staff team in place to support children who struggle during social time. The introduction of high visibility jackets for staff in the playground has made staff clearly identifiable. The next SIP visit will take place in December, and it was requested that governors contact staff links to arrange visits.</p> <p>Governors expressed their thanks to all staff for their hard work particularly during challenging financial times for all schools. The Headteacher commended staff for rising to every challenge with the utmost professionalism.</p> <p>New governors requested information relating to education acronyms.</p> <p><b>ACTION:</b> Issue education acronyms to the Board for information.</p>	<p><b>Clerk</b></p> <p><b>Clerk</b></p> <p><b>Clerk</b></p>

The meeting closed at 6:51pm.