

MINUTES OF THE
Meeting of Black Firs Primary School
Local Governing Board (LGB)
Date: Thursday 9th October 2025 at 4:30pm

<p>Governors in attendance: Shazma Mahmood-Shakoor (SM-S) Chair Jonathon Barlow-Bailey (JB-B) Vice Chair-left at 6:45 pm Kathryn Fowler (KF) Cheryl Glover (CG)-left at 7:10 pm Emma Perriman-Rabone (EP-R) Vice Chair Rob Sigley (RS)</p> <p>Apologies: Josh Cammiss (JC) Rachael Nuttall (RN)</p>	<p>Others in attendance: Anna Jones (AJ) Headteacher Adam Millington (AM) Staff observer-left at 6:45 pm Rupert Gorden (RG) potential new governor, observing</p> <p>Clerk: Sue Pomeroy</p>
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ITEM NO.		ACTION
1.	<p>Welcome, Quoracy, Apologies and Declarations Shazma Mahmood-Shakoor (SM-S) was confirmed as Chair of the LGB for a period of one year, or until the first meeting of the LGB in 2026. Emma Perriman-Rabone (EP-R) and Jonathon Barlow-Bailey (JB-B) were confirmed as Vice Chairs for a period of one year, or until the first meeting of the LGB in 2026.</p> <p>Rupert Gorden was welcomed as an observer to the meeting. He is considering joining the LGB. Apologies were received and accepted from Rachael Nuttall (RN) and Josh Cammiss (JC).</p> <p>There were no conflicts of interest declared with the business of the meeting.</p>	
2.	<p>Minutes of the last meeting and Matters Arising</p> <ul style="list-style-type: none"> a) The minutes from the last LGB meeting on 2nd July 2025 were approved as a correct record subject to minor amendments. b) The action log was reviewed, and it was noted that all actions had been met or would be addressed under this agenda. 	
3.	<p>Membership update</p> <ul style="list-style-type: none"> a) There is one vacancy on the LGB for an appointed governor. Rupert Gorden had been identified as a potential new governor and was attending this meeting as an observer. b) There are no terms of office due to expire before the next meeting of the LGB. 	
4.	<p>Declarations and Confirmations To confirm governors have updated the following on Governor Hub</p> <ul style="list-style-type: none"> a) Declarations of Interest b) KCSiE 2025 c) Nolan Principles d) Code of Conduct e) Vision and Values 	

	<p>The clerk had sent reminders to some governors to update their declarations and confirmations.</p> <p>* Post meeting note: All governors had updated their declarations and confirmations.</p>	
5.	<p>Confirmation of Governor Link Roles and Monitoring Schedule</p> <p>a) Safeguarding: SMS, Deputy CG b) SEND: RS c) EYFS: JC d) School Improvement Priorities: All link monitoring would link to the SDP</p> <p>SMS would forward an updated list of link governor monitoring roles. ACTION SMS and AJ would produce and circulate a governor monitoring schedule. ACTION Governors requested clarity on how often governors should carry out curriculum monitoring visits. The clerk would check with AH. ACTION</p>	<p>SMS SMS/AJ Clerk</p>
	<p>Strategic Direction and Progress Against Priorities</p>	
6.	<p>School Improvement Plan (SIP) and Self Evaluation (SEF):</p> <p>Headteacher’s Report</p> <p>a) Summary of 2024-25 progress Slide 6 provides a summary of progress.</p> <p>b) Approval of priorities for 2025-26 AJ referred to Paper 6 “TLP School Improvement Plan 2025-26”. She explained that the school is in the second year of the plan and is working on embedding the priorities.</p> <p>Quality of Education</p> <ul style="list-style-type: none"> • To ensure a cohesive planned Writing curriculum is in place. • To ensure a cohesive planned Reading curriculum is in place. • To ensure that the curriculum is successfully adapted to be ambitious and to meet the needs of pupils with SEND. <p>AJ explained that handwriting will be a focus. Pupils need to be able to join their handwriting. All the Trust schools will be using the FFT Reading Assessment programme which is a tool designed to assess reading fluency, decoding skills and phonic knowledge.</p> <p>Behaviour and Attitudes</p> <ul style="list-style-type: none"> • To ensure consistently high expectations for all learners’ behaviour and conduct throughout school. • To continue to support pupils who have been impacted by trauma to reduce persistent absenteeism. <p>Support will be provided for pupils displaying low level disruption, especially where this is linked to SEND needs. The trauma informed approach needs to be consistent across the school and new members of staff require training.</p> <p>Personal Development</p> <ul style="list-style-type: none"> • To monitor the effectiveness of the curriculum by ensuring that PD opportunities are enhanced and implemented. • To continue to develop mental and physical health for pupils through wellbeing. <p>AJ explained that the DfE has released new statutory guidance on RSE to be implemented in September 2026. The school is aiming to gain the Rights Respecting School award.</p> <p>Governors asked whether any children have been withdrawn from RSE. AJ responded that some parents have raised concerns and have come into school to view the materials used by the school, but none have withdrawn their children.</p>	

	<p>There is a coordinated approach across the school to developing positive relationships. Governors challenged on whether having two male teachers in Year 6 would impact on the delivery of RSE. AJ explained that there are female staff within the Year 5/6 team and that the delivery of RSE will be considered across the team. The children will know who they can talk to if they need support. They have suggested that posters could be displayed in the toilets.</p> <p>Leadership and Management</p> <ul style="list-style-type: none"> • Develop subject coordination across school. • Work with governors to ensure they can be accountable for the quality of education. <p>AJ highlighted the following:</p> <ul style="list-style-type: none"> • The TLR Lead for curriculum development has supported staff in the restructure of curriculum subjects. • The Trust is working on developing middle leaders. • Cheshire East has a major focus on its Inclusion Strategy. First Concerns has been removed, and pupils will either receive Quality first teaching or SEN Support. Schools need to improve the quality of provision in the classroom. There will be more training for staff. • Inclusion is a major focus in the new Ofsted framework. • Governors should consider adaptive teaching and inclusion as part of their subject link monitoring visits. <p>Governors requested whether the Trust monitoring form could be adapted to include these elements. The Clerk would check with AH. ACTION</p> <p>EYFS</p> <ul style="list-style-type: none"> • To work with the MAT to ensure an effective phonics and early reading offer. • To ensure that opportunities for early writing are embedded. • To introduce a new 2-year-old offer from January 2026. <p>AJ highlighted the following:</p> <ul style="list-style-type: none"> • The school is now able to offer provision to 2-year-olds. The Trust’s aim is to provide inclusive education to all pupils from the earliest opportunity. • Changes need to be made to the environment to cater for the youngest pupils and funding is available to support this. <p>Governors asked whether the provision for 2-year-olds is available term time only. AJ confirmed that this is the case. It would change to 8am-5pm in September 2026 but the school needs to carefully consider staffing and safeguarding requirements for the youngest pupils. The school currently has the staffing capacity to meet the required ratios. From January 2026, the school will be able to admit 15 2-year-olds, in addition to the 52 place Nursery for 3–4-year-olds. Sleeping space is required for the 2-year-olds but this does not have to be in a separate room.</p> <p>Governors questioned whether admitting 2-year-olds would be financially beneficial for the school and help to close the deficit. AJ responded that the school has been cautious in its estimates. However, the staffing is already in place so any 2-year-olds admitted would help the financial position. Pupil numbers generally are strong and are the highest ever seen at the school.</p> <p>Governors requested that monthly management accounts be shared with the LGBs. The clerk would communicate this to the Finance tea at the Trust. ACTION</p> <p>Governors asked about the level of staff absence in school. AJ confirmed that two members of staff are on long-term sick but generally staff absence is at a low level. Staff</p>	<p>Clerk</p> <p>Clerk</p>
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	<p>are much more settled, although the building work has caused a considerable amount of stress.</p> <p>Governors asked whether the school has received sufficient support from the Trust with managing the issues caused by the building work. AJ explained that the Estates Team is providing support and will deal with issues around managing contractors and potential compensation.</p> <p>Governors commented on the poor current state of the building due to the large amount of water ingress and asked for assurances that the building was safe and that parents are being kept up to date with the developments.</p> <p>Governors also asked about the amount of support AJ is receiving from the Trust generally. They noted that she is covering the business manager's role and a midday assistant role and coping with the disruption caused by the building work. AJ explained that HR and Finance have been very supportive, in addition to the regular meetings being held with the Estates team.</p> <p>Governors raised concerns around classes being taught by HLTA's. AJ explained that changes have had to be made to the class structure originally communicated to parents due to the building work. After half term, the school would return to Maths and English being taught by a teacher which is what had been shared with parents.</p>	
	Quality of Education	
7.	<p>Report on exam results</p> <p>AJ informed governors that the 2025 data had been discussed at length with the Director of Primary during SIV 1. (Report on Governro Hub). Headline figures:</p> <ul style="list-style-type: none"> • EYFS GLD: 74% • Year 1 phonics: 80% met or exceeded the pass mark. The aim is to increase this to 90% +. • Year 2-overall 93% met or exceeded the phonics pass mark following retakes. • Year 4 MTC: 45% scored 100%. • Year 6: significant increase across all subjects. • No children achieved GD in Writing. This is a major area of focus for the school in 2025-26. 	
8.	<p>a) Admissions and Pupil Numbers</p> <ul style="list-style-type: none"> • Pupil numbers are good. Year 6 is the only year group under PAN. • An appeal was heard for a child in Year 5. It was successful as the needs of the pupil outweighed the needs of the school. <p>b) Update on Admission of 2-year-olds from January 2026</p> <ul style="list-style-type: none"> • The DfE has approved the change of age range at the school from 3-11 to 2-11. 15 places are available, but the school will start with 10 and build up to the 15, ensuring that the correct model is in place. • The school successfully bid for a grant from the Cheshire East Early Years Fund and has been awarded £18,900. 	
9.	<p>SEND Report</p> <ul style="list-style-type: none"> • The SEND report summarises the needs within school and the support provided. • The new SENCO has had a positive impact, meeting with children and parents, visiting classrooms and leading staff meetings. She has also reviewed support plans. 	
	Personal Development and Welfare	

10.	<p>Attendance: Summary Report 2024-25-Slide 10</p> <ul style="list-style-type: none"> Attendance stands at 97.6% at the end of September 2025. The school had the highest attendance in the Trust. Positive feedback was received from Cheshire East on the school's approach to attendance and the school will require only one monitoring visit from Cheshire East next year. The school employs a collaborative approach. Kirsty Plant has a combined safeguarding, family support and attendance role and monitors all children closely. <p>Governors asked whether families are still taking children on holiday in term time. AJ informed that this was still happening, but the number has reduced.</p>	
11.	<p>Rewards and Behaviour: Summary Report 2024-25-Slide 10</p> <ul style="list-style-type: none"> There had been one racial incident reported. Governors asked about the impact of this in school. AJ informed them that it is the same pupil using the same inappropriate racist language as previously reported. The school is working to raise awareness through initiatives such as Cultural Diversity Day and by embedding the PSHE curriculum. Parents have also been informed. <p>Governors challenged whether there should be a communication to parents regarding this issue, if it is an ongoing concern. AJ responded that it only the one child involved and is not a wider issue within school. The school has a consistent approach to diversity and inclusion, aimed at preparing children for the future.</p> <p><i>JB-B and AM left at 6:45 pm.</i></p>	
12.	<p>Safeguarding</p> <ul style="list-style-type: none"> The school has been dealing with some difficult safeguarding issues. The Family Support Worker is employed by the Community Support Partnership, and the school would like to increase her hours if possible as her contribution is vital. 	
13.	<p>Welfare and Wellbeing – Students: Slide 13</p> <ul style="list-style-type: none"> The school has been supporting two families who lost parents in the summer term. Family support, play therapy and ELSA support have been provided to the bereaved pupils. 	
14.	<p>Welfare and Wellbeing – Staff: Slide 14</p> <ul style="list-style-type: none"> Governors noted the update on the slide. AJ commented that staff have worked very hard to pull together to cope with the room changes caused by leaks due to the roofing works. <p>Governors asked when the roofing works would be completed. AJ shared a plan of the building outlining when different areas would be finished. The first layer would be complete by the end of October half term 2025 and the finish date for the whole project is the end of December 2025.</p> <p><i>CG left at 7:10 pm</i></p>	
Local Matters & Stakeholder Engagement		
15.	<p>Local Policy Approval Policies</p> <p>a) To approve the following school policies:</p> <ul style="list-style-type: none"> Child Protection and Safeguarding Policy Whistleblowing PSHE/RSE Admissions SEND 	

	<p>The Child Protection and Safeguarding Policy had not been uploaded to the meeting folder. AJ would upload it. ACTION</p> <p>She explained that the policy is the model SCiES one.</p> <p>Governors approved the other policies.</p> <p>b) To note the following Trust policies:</p> <ul style="list-style-type: none"> • Governor Allowances • Code of Conduct <p>Governors requested a link to the Governro Allowances Policy. The clerk would provide this. ACTION</p>	<p>AJ</p> <p>Clerk</p>
16.	<p>Governor Training Update</p> <p>The Trust require governors to complete Prevent and Safeguarding every two years.</p> <p>KF needs to update her training record to reflect that she has completed Prevent training. RN needs to complete both training courses. The clerk emailed a reminder to RN on 09.10.25.</p>	
17.	<p>Governor Biographies Update</p> <p>SMS, KF, JB-B and CG need to complete their biography.</p>	
18.	<p>Stakeholder Engagement</p> <p>a) Parents / Carers: Slide 18</p> <p>Governors noted the update on the slide. They commented that parents wanted greater transparency about what is happening in school. There are different communication tools in place and a range of apps in use. AJ explained that this will be streamlined with the move to Arbor. The school has been working in stages to move to the Arbor system.</p> <p>b) Wider Community: Slide 19</p> <p>Governors noted the update on the slide</p>	
19.	<p>Communication – to Trust</p> <ul style="list-style-type: none"> • Information requested on when the governor training on analysing pupil data would be held. • Sharing of management accounts. • Adaptations to governor link monitoring form. 	
20.	<p>Communication – from Trust</p> <ul style="list-style-type: none"> • Emma Hooley, Trust Safeguarding lead, would be holding two briefing session for Safeguarding link governors. Attendance was required at just one session. Governors asked whether the sessions would be recorded as the timings of the meetings were not suitable for some governors. The clerk would check. ACTION • The Director of Primary, Lise Houldsworth, would be arranging training for governors on analysing pupil performance data. • The Education, Standards and Performance Committee had noted the improving results at the school and that curriculum transformation is underway. 	<p>Clerk</p>
21.	<p>AOB</p> <p>Governors thanked AJ and all the staff for their resilience in coping with the disruption caused by the roofing works.</p>	

Meeting closed 19:40

Summary of action Points:

From the meeting held on 09.10.25

Agenda item	Action	Assigned to	Deadline
5.0	To update and circulate the document with Governor link roles.	SMS	31-Oct-25
5.1	To produce a governor monitoring schedule	AJ/SMS	31-Oct-25
5.2	To request guidance on the frequency of curriculum monitoring visits.	Clerk	31-Oct-25
5.3	To ask whether the Safeguarding link governor meetings will be recorded as some governors are unable to attend the meetings. Update: EH confirmed that the 2nd meeting would be recorded and materials circulated to attendees.	Clerk	31-Oct-25
5.4	To request that the governor monitoring form be updated to include a focus in inclusion and adaptive teaching.	Clerk	31-Oct-25
6	To request that the Trust management accounts are circulated to LGBs. UPDATE: Clerk contacted AH 14.10.25. To be discussed with DCEO.	Clerk to contact AH.	31-Oct-25
15.0	To upload the Safeguarding Policy to Governor Hub.	AJ	31-Oct-25
15.1	To request a link to the TLP Governor Allowances Policy UPDATE: Clerk contacted AH 14.10.25 regarding best way to share the policy	Clerk	31-Oct-25