

**MINUTES OF THE MEETING OF THE
LOCAL GOVERNING BOARD (LGB)
DAVEN PRIMARY SCHOOL**

Date	Tuesday 30th April 2024
Venue	Daven Primary School

Name	Position	Term From – To	Attendance
Jenny Gosling (JG)/ HT	Headteacher		
Glen Williams (GW)	Appointed	21 June 2022 to 20 June 2026	
David Whitewright (DW)	Appointed	21 June 2022 to 20 June 2026	
Charlotte Parkinson (CP)	Staff	3 February 2022 to 2 February 2026	
Kate Spicer (KS)	Parent	22 November 2022 to 21 November 2026	
Mark Hill (MH)	Chair	13 October 2023 to 31 August 2028	
Robert Moreton (RM)	Appointed	01 January 2024 to 31 August 2028	
Dr Allan Howells David Twambley Sarah Lomas	TLP TLP TLP		
In attendance:	Angela Manley (AM)	Clerk (ENTRUST)	

Documents shared prior to the meeting:
[Papers Daven LGB 30.4.24](#)

	Governance and Administration	Action
1	<u>Welcome</u> MH welcomed colleagues to the meeting. Introductions were made; Sarah Lomas had just joined the Trust as a member of the Governance team and would be the Daven clerk from 24/25.	
2	<u>Quoracy, Apologies and Declarations</u> The meeting was quorate; there were no additional declarations of interest.	
3	<u>Minutes and Matters Arising</u> The minutes of the meeting held on 8 th February 2024 had been shared prior to the meeting which were agreed. Resolved – to accept the minutes of the meeting held on 8th February 2024.	
4	<u>Membership Update</u> AH explained a further two Governors had approached about joining the board; both candidates had been invited to visit the school and meet the HT. This would bring the Board membership to seven which was acceptable. MH stated a further parent Governor would be helpful to support the diversity of the team. MH and AH would explore the timing and opportunities to recruit an additional parent governor.	

Strategic Direction and Progress Against Priorities	
5	School Improvement – Progress Against Priorities
<p>JG explained the document had been circulated. Her current self-evaluation was that the school’s overall judgment would remain at “Requires Improvement” (RI). Governors challenged whether the HT had undertaken a review against the good criteria to assess the progress towards a “Good” rating. The HT confirmed that the Trust had recently undertaken a quality assurance visit (by a consultant who is an experienced Ofsted inspector) to support the HT with her current self-evaluation. This report, which had been shared with governors, confirmed that positive progress was being made against the SIP. Governors noted that this report now assessed the school as being close to a ‘good’ rating. Governors requested that for future meetings the progress made against the SIP be presented with a RAG rating to enable them to assess the progress and improvements made.</p> <p>Governors noted that the SEF improvement priorities differed to those listed in the SIP in the HT report. The HT confirmed that this was because positive progress had been made and that the HT report Plan included actions that were additional (not a replacement) and these would continue to move forward school improvement, particularly in the area of writing.</p> <p>Ofsted Action Plan - The specific areas that were noted as RI included the quality of education; behaviour and attitude; leadership and management. A Good rating was noted in Early Years Foundation Studies (EYFS) and personal development. The Chair queried what input/impact Governors could provide to achieve a good rating across all categories. The HT requested that governors support the school leadership by undertaking regular monitoring visits. Some discussion then ensued as to which areas should be prioritised for visits and when these should take place. It was agreed that the Chair would work with the HT to develop a schedule. Governors were keen that the first round of visits should be focussed on those areas of school improvement and SIP priorities in the SEF and SIP, rather than seek to cover all subject areas. The HT explained that subject leadership changes had also taken place since the inspection. Leads were in place for individual subjects although the low number (six) of teachers in school made it challenging to cover every aspect of the curriculum, hence the focus would be on core subjects and school improvement priority areas.</p> <p>JG outlined progress against the SIP priorities and she confirmed those which were expected to be achieved by the end of the academic year. The support from the Trust was instrumental in assisting her making progress against these actions. Governors questioned how the school was supporting those pupils who had high additional educational support needs. JG outlined how the children were managed/taught. The case of one particular child at risk of permanent exclusion was described and this included the associated funding implications. JG also explained how the Trust was working with the school to explore how it could enhance support opportunities for those pupils at risk of requiring alternative provision.</p> <p>A review of the writing curriculum was also described by the HT which will be launching in September 2024 and would be included as part of the SIP.</p> <p>Question GW – has there been any successes/impact of the new library? JG confirmed there was no significant measurable impact or changes yet, however, pupils were demonstrating more interest in reading. It was noted that some pupils were significantly behind their chronological age and that these pupils were being provided with additional support to address the deficit. In addition to the range of support measures a scheme via the Fisher Family Trust (FFT) was being introduced to support reading assessments and improve tracking.</p>	<p>Action HT (agenda)</p> <p>Action HT/Chair</p> <p>KS arrived at 15.18.</p>

	<p>JG explained how the school library was utilized by classes and was now situated within school corridors for ease of access. The school had invested in new books to support the library and to provide more resources for pupils. JG explained the range of books that was now available to pupils and the current approach to reading and the increased availability of appropriate books for pupils of all ages. This was important given the wider range of reading abilities as it would enable pupils to have age and ability appropriate reading materials. Pupils were now showing greater interest in reading and using the resources, however it was acknowledged that there was still more to be done.</p> <p>KS queried whether parents utilise the local town library or be aware of the resource. Discussion then took place regarding the opportunity to visit the local library with pupils during school hours and lack of input from some parents to facilitate use of the resource.</p> <p>Governors suggested whether further work could be done to support parents with their abilities to support reading and accessing the local library. JG explained the priorities in the SIP to support the improvements in reading were on track.</p> <p>Governors requested that the SIP priorities should be RAG rated for each meeting. The HT confirmed that progress being made against the SIP priorities would result in a green RAG rating at this point in time.</p>	
6	<p><u>Self-Evaluation – Update on Latest Position</u> Discussed within agenda item 5. The HT’s current self-evaluation was that the school’s overall judgment continues to remain at “Requires Improvement” (RI).</p>	
7	<p><u>Link Governor roles.</u> MH explained the need for the following link Governor roles. Governors agreed the following link governor allocations.</p> <ul style="list-style-type: none"> • Safeguarding – MH. • SEND – RM. • EYFS – TBC • Behaviour – GW • Sustainability - GW • Others curriculum areas <ul style="list-style-type: none"> ○ Maths – GW. ○ Literacy – TBC <p>Governors agreed to review any other areas that they wish to take part in. JG explained why sustainability was included, and in doing so referenced a trust-wide project with Chester Zoo which all schools in the Trust was participating.</p> <p>MH raised the issue of training to support Governors undertaking link roles. The Director of Quality would work with the chair to support this training. He agreed to model a learning walk and link visit with the chair, which could then assist in the chair being able to cascade training to other governors. KS queried the role of link Governor – AH explained the role as an opportunity for providing assurance and oversight between governor meetings. It also offered staff an opportunity to discuss their approaches and this too was valuable as it enables self-reflection for staff. Governors were reminded of the need to prepare and prearrange link governor visits and to complete a short report from the visit. The Trust’s Governance handbook (available via Governor Hub) included resources to assist governors. This included example questions, template recording forms and examples of completed forms.</p>	<p>MH/JG</p> <p>MH/JG</p>

	Discussion took place regarding the importance of pupil voice and the input that Governors can provide to support pupils with social/speaking skills. It was suggested each Governor become involved with pupil voice and, in doing so, to develop a timetable of visits – Action MH/JG.	
	Education	
8	<p>Admissions and Pupil Numbers</p> <p>JG reported the Number on Roll (NOR) was 139 in September 2023, which had reduced to 138. However, across the academic year there had been departures which had been offset by in-year admissions. The lowest NOR had been 128. JG explained the changes in detail. This included 15 pupils joining with 11 leaving due to natural issues.</p> <p>Governors challenged whether the school could remain sustainable if overall numbers continued at this level. The HT noted that the projected admission number for September 2024 was expected to be 25 pupils. JG also explained that the school often received in-year pupil transfers which could maintain or even improve the overall NOR. It was recognised that the sustainability risk would be easier to manage following a successful Ofsted inspection.</p> <p>AH also outlined the importance of positive community engagement to help sustain and increase admission to the school before and after the next Ofsted review.</p>	RM left the meeting at 16.10
9	<p>Attendance</p> <p>The HT report provided a statistical breakdown of pupil attendance by year group and also by pupil characteristics (SEND, PP, LAC, etc). The overall attendance rate was currently 91.4% against the current national figure of 94.3%. It was noted that this overall figure included pupils in receipt of transitional timetable. It was also noted that the relatively small cohort sizes within the school meant that the statistical data was susceptible to larger percentage swings, particularly if they were associated with a small number of pupils with poor attendance or ongoing medical issues/treatment. A table demonstrating Persistent Absence (PA) was provided on screen and the HT was able to explain the impact and circumstances around individual (anonymised) children. JG explained the downward (improving) or static trend for PA, in all year groups with the exception of Year 2. The HT noted that establishing clear expectation on attendance, coupled with an improving learning environment with better behaviour were all contributing towards improved attendance.</p>	
10	<p>Behaviour</p> <p>The HT reported that a cumulative total for the year of 28.5 days lost due to suspensions. This represented an improved position compared with previous years and the rate was lower in the spring term compared to the autumn term.</p> <p>Question – What was the reason for the downward trend in suspensions? The HT explained the impact of Alternative Provision and the new school Behaviour Policy.</p> <p>Bullying figures (cumulative across the year) were noted as being the same as at the previous LGB report. Racial incidents were noted to be the same as presented at the last meeting. This was three incidents with two from the same Y1 child. Sexual harassments were noted as eight; JG explained how incidents are categorised and explained the terminology of “Green behaviours” used by the school. JG outlined three incidents in KS2 and educational sessions had been run by teachers to support the pupils in their understanding and apply a restorative approach.</p> <p>Question - GW queried the input from Cheshire East and refusal of funding for an individual pupil and also the impact on remaining pupils.</p>	

	<p>JG explained the local authority were aware of the issues and the pupil being on a final stage warning. Staff continued to manage the needs of the individual pupil based on their specific needs and in doing so were compiling appropriate evidence to support the child in any future EHCP submission.</p> <p>Question GW - How sustainable is the model of alternative provision (AP) within the area?</p> <p>JG explained how the pupils within the AP would be managed and funding sources noting two children would be moving into the provision which would cater for their needs. However, the costs associated with providing AP needed to be managed carefully, especially those relating to transportation to the external provider. A discussion took place regarding the AP and the two educational offers provided by the school.</p> <p>More generally, AH and JG explained that the Trust was working with the school to develop additional capacity and AP support to meet the needs of the school and other schools within the Trust. Plans were being developed which could enable an area within the school to be converted to offer additional support. Elsewhere within the Trust, another Trust school was well advanced in the development of its facilities to meet the additional needs of pupils requiring AP and the school staff are benefiting from the experience of this school by visiting the provision and liaising with staff.</p>	
11	<p><u>Curriculum Progress</u></p> <p>The approach to support phonics in years 1 and 2 was described, noting six children had not passed phonics in Year 2. However, JG outlined issues around the individual cases and that these pupils had specific Speech and Language Therapy (SALT) needs as well as SEND issues, both of which impacted pupil performance and school results.</p> <p>JG explained speech and language was an on-going issue for school impacting on results for school overall as it was currently below the national average.</p> <p>It was also noted that Greater Depth (GD) results had reduced from the previous year.</p>	
12	<p><u>Curriculum Attainment</u></p> <p>The HT report included targets for each year group across the school. It was noted that whilst these targets were not high, they were challenging and ambitious for the current year groups. Fisher Family Trust (FFT50) targets were being introduced to support the school establishing ambitious but credible targets going forward. Governors endorsed the targets presented noting the caveats and explanations provided by the HT, plus the recognition that small cohort sizes meant that performance was susceptible to larger percentage swings based on single or small pupil numbers.</p>	
	Welfare	
13	<p><u>Safeguarding</u></p> <p>The HT report provided a summary of actions that have been taken to support effective safeguarding within the school. These included the completion of a safeguarding review, half termly CPD for all staff, weekly "Monday" briefings to staff, and fortnightly meetings between the HT and SENDCo.</p> <p>A detailed statistical breakdown was provided which categorised the different level of interventions and the number of pupils associated with these. Comparative data was provided on the numbers for 23/24.</p>	
14	<p><u>Welfare and Wellbeing – Students</u></p> <p>The HT report confirmed that the number of pupils on a transitional timetable had reduced from 7 to 5 since the end of the Autumn term. Interim annual reviews for pupils were ongoing.</p>	

	<p>The school currently had 12% of its pupils with EHCPs, and it was noted that this impacted overall progress and attainment, due to severity of some the needs that were having to be met. Overall 20% of pupils had been identified with SEN requirements.</p> <p>The school had booked the Diana Award antibullying staff training /CPD. Parent and Pupil Voice surveys had been completed. The parent responses were low in number, but within these the responses indicated that pupils felt safe in school and pupils were generally happy in school. There were some parental responses (5/24) which indicated that parents disagreed that pupils were well behaved. However, 20/24 pupils replied that they would recommend the school to another parent.</p>	
15	<p><u>Welfare and Wellbeing – Staff</u></p> <p>The HT report provided a summary of wellbeing activities that had been put in place or actioned to support staff wellbeing.</p>	
	Local Matters and Stakeholder Engagement	
16	<p><u>Cyber Security</u></p> <p>MH explained he had attended a recent event held by Cheshire constabulary highlighting potential cyber fraud threats/issues; suggested passwords contain three passwords reducing the potential for being a victim of cyber-crime.</p> <p>JG outlined the work undertaken within the school to protect the IT infrastructure of the school and KCSiE implications, together with national association accreditation.</p>	
17	<p><u>Stakeholder Engagement – Parents/Carers</u></p> <p>JG presented information from parent/carers events held recently these included meet the headteacher, phonics workshops, coffee morning, forest school etc. Engagement remained a challenge, however, there were signs that it was improving.</p>	
18	<p><u>Stakeholders Engagement: Wider Community</u></p> <p>Throughout the meeting Governors highlighted the importance of working with the wider stakeholders including parents and other community groups. AH welcomed the fact that new (and existing) governors were drawn from the local community, many of whom had well developed networks with other community groups and local services. It would be important to draw upon these to help raise the profile of the school and create partnerships that would benefit the pupils and families served by the school.</p> <p>Governors noted the ongoing discussions to secure a closer relationship with the town Library, (see agenda item above) and there was some discussion as to whether this relationship could be leveraged further to support access to swimming facilities.</p> <p>Vale Football Club Junior– MH explained the football team/management had shown interest in using school pitches for youth community teams. MH agreed to meet with them to explore the opportunity and progress discussions. Governors welcomed this interest and opportunity, noting that it could be beneficial as it would improve the school facilities and increase community engagement, which could lead to increases in pupil recruitment.</p>	MH to meet Vale Football club
19	<p><u>Communication to Trust</u></p> <p>MH stated artificial intelligence had been part of the discussion within cyber security event and the impact of how this would be developed within society and the need to protect and educate pupils. Governors agreed that this was an area within which it should maintain an ongoing interest.</p>	
20	<u>Communication from Trust</u>	

	A trust-wide Governance conference was being planned. A provisional date of the morning of Saturday 13 th July 2024 had been identified. Further details and invitations would be sent to Governors in due course.	
21	<u>Any Other Business</u> JG explained the school had been approached by the Local Authority (LA) for the nursery to join the school. JG outlined the benefits which would include early identification of needs for SEND pupils. A consultation exercise was currently in place. However, the RI status of the school could impact the decision. Should this be overcome then the provisional plans would be to open it in January 2025.	
22	Date and Time of Next Meeting The next meeting of the LGB was confirmed as 20 June 2024 at 3pm in school.	

The meeting closed at 5pm.

Action Log

5	Head to include RAG rating to future SIP reports to demonstrate progress made against SIP	JG
5	Chair and HT to agree a programme of governor monitoring visits	Chair/HT
7	To action a list of dates for Governor visits regarding pupil voice which will enable all governors to support pupil oracy/pupil voice	MH/JG/ all governors
18	Chair to meet with Vale Community Football representatives to explore the opportunity to use and improve school playing fields	MH