

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



Shavington Primary School
Summer 1 Minutes – Part I



**Shavington
Primary School**

Date: 24th April 2024 at 4:00pm at the school

Governors present:

Sean Houlston (SH) – Governor - Chair
**Amy Brock (AB) – Staff Governor - Deputy
Headteacher and SENDCo**
Andrew Hendrie (AH) – Governor
Grace Johnson (GJ) – Parent Governor
Amaka Lawton (AM) – Governor
Claire Standley (CS) – Governor

Apologies:

Ray Walker (RW) – Governor
Dr Allan Howells (DAH) - TLP

In attendance:

Jo Young – Headteacher (JY)
Sharon Dutton – TLP Clerk (SD)

The following documents were uploaded onto GovernorHub in support of the meeting:

- Headteacher's Report April 2024 – various agenda items
- School Improvement Plan Priorities March 2024 – agenda item 3
- Ofsted Report – agenda item 4
- Ofsted Parent View – agenda item 4
- Ofsted Congratulations – agenda item 4
- Draft Link Governor roles & responsibilities – agenda item 11
- TLP Safeguarding Report April 2024 – agenda item 12
- Staff Survey April 2024 – agenda item 14

Governance and Administration

1. Welcome, Quoracy, Apologies and Declarations

The meeting opened at 4:00pm and was confirmed quorate.

The Chair welcomed everyone to the meeting and introduced the new governor, Amaka Lawton. He then asked each attendee to introduce themselves in turn to the rest of the group.

Apologies were received from RW.

There were no conflicts of interest declared.

2. Minutes of the Last Meeting and Matters Arising

The Minutes of the LGB meeting held on 24th January 2024 had previously been approved by SH due to the imminent Ofsted inspection. There were no matters arising.

UPDATE ON ACTION LOG FOR MEETING 24.01.2024:

Minute Ref	Action	By whom	By when
Pg 2 Item 2	Plan dates of LGB meetings for the rest of the year.	DAH	ONGOING

Pg 2 Item 2	Post onto GovernorHub suggested dates for Governor Roles & Responsibilities training to be presented.	DAH	ONGOING
Pg 5 Item 6	Provide a more detailed breakdown of Attendance at the next LGB meeting.	JY	ONGOING
Pg 5 Item 7	Revisit the Behaviour Policy and reference statutory guidelines before presenting it to the LGB for ratification.	JY	ONGOING
Pg 6 Item 11	Add case studies to discuss to the Pupil Premium strategy at the next LGB meeting	IHT	ONGOING
Pg 7 Item 14	Organise the resending of the Staff Wellbeing Survey and notified governors of the date and when the results were likely to be available for discussion by the LGB.	IHT	COMPLETE
Pg 7 Item 14	Liaise with JY to arrange a date to come into the school and conduct a welfare and safeguarding visit.	CS/JY	COMPLETE
Pg 7 Item 15	Upload Safeguarding, Behaviour and Attendance policies onto GovernorHub for comments and eventual ratification by the governors.	JY/AB/ALL	ONGOING – Attendance outstanding

Strategic Direction and Progress Against Priorities

3. School Improvement Plan (SIP) - Update

The School Improvement Plan priorities for March 2024 had been uploaded onto GovernorHub. JY reported that this was a work in progress which was being updated on a constant basis.

Governor question:

The document outlines three priorities:

1. To continue to implement a high-quality curriculum that caters for all learners, ensuring teaching and learning strategies are consistently implemented and exploring elements of universal provision.
2. Create a writing culture that motivates learners to achieve their full potential.
3. Create a consistent approach to subject leadership, evaluating 2023 starting points to determine an ambitious curriculum journey.

How were these priorities arrived at?

Answer:

Initially in consultation with the previous headteacher. The data for writing had been inspected and improved and the implementation of the curriculum had been revisited.

The curriculum had been clarified for teaching staff with particular emphasis on History and Geography which had been highlighted by the Ofsted inspection. The design and key drivers had been revisited and these would be covered during the upcoming INSET day.

4. Ofsted Inspection Review

The school had been inspected on 30th and 31st January 2024 and the report had been uploaded onto GovernorHub, along with a congratulation letter from Cheshire East.

There had been one inspector and the school remained a Good school in all areas. Two key areas of development had been highlighted:

- In a small number of subjects, the school has not identified the knowledge and skills that pupils should acquire and when this should be taught. This makes it difficult for teachers to check whether pupils have understood and remembered their learning over time. The school should determine the knowledge that pupils should learn and when this should happen.
- Several parents feel that the communication from the school could be improved. This aspect is placing a strain on the relationship that some parents have with the school. The school should work with parents to increase the relevance, timeliness and effectiveness of existing communication.

The **Ofsted Parent View** had also been shared on GovernorHub. To improve communication between the SLT and parents, JY announced that for information to be effectively disseminated, she would in future be issuing a weekly update for parents instead of using the newsletter.

She confirmed that the school's Parent View survey was to be issued on Friday 26th April. The form had been redesigned to encourage more engagement from parents, whereby if they disagreed with a statement they were encouraged to provide reasons in a text box. It would also include the pupil's class year.

A discussion took place around the school's efforts to strengthen communication links both with the parent body and the community at large. This included the following points:

- a) Resolution of the conflict regarding the maintenance of top car park which belongs to the school but is used by others in the community.
- b) The increased number of parents signing up for school events.
- c) The positive feedback from parents around recent school events designed to boost multiculturalism.
- d) Improved communication required in connection with pupil behavioral issues. Governors reported that often when a child had been disciplined, parents had not been notified. JY explained that the school's Behavioral Policy outlined when parents would be notified but agreed that the policy needed to be communicated to parents in a more effective manner and, in a few cases, clarified with staff.
- e) Positive feedback regarding the school from the Parish Council.
- f) An occasional lack of consistency regarding communication platforms (i.e., text, email etc.).

ACTION: JY to issue a draft Communications Policy for Governor approval.

Governor question:

In the future, how can we increase the number of responses to the parent's survey?

Answer:

JY suggested that improved communication between the school and parents on both positive and negative aspects of the school would increase engagement. The deadline for responses was one week after issuing with a reminder the following week and a closing date one week after that.

A further discussion took place around the school's Behavioral policy.

Governor challenge:

How are staff trained to apply new policies or updates to existing ones?

Answer:

JY explained that staff are consulted first when a new policy is written or an existing one amended and once approved it is issued to the parents. Any adjustments are then made where required which confirmed that the school was listening and, where appropriate, acting on parents' views.

Governors noted that whilst the Behavioral Policy was effective during school hours, it could not cover behavioral issues occurring at home. However, JY also confirmed that behavior had improved since the policy had been adopted.

ACTION: JY to check with staff that the Behavioral Policy is being properly implemented by staff.

A discussion ensued regarding SEND pupils. JY explained to the Governors that in many instances the school was shouldering the blame for the inadequacies of the local authority when, in fact, it had little or no influence on outcomes. She intended to widen the invitation for SEND coffee mornings and to promote SEND reviews with parents.

Governor question:

How many SEND pupils are in the school?

Answer:

JY reported around 200 which is just over one third of the school. She confirmed that the SEND status did not trigger a response from Ofsted.

Governor challenge:

Further to the "Good" outcome from the Ofsted inspection, could the school be graded "Outstanding" in a future inspection?

Answer:

JY believed that this was possible with a consistent SIP, staff given continued support and everyone working at a consistently high level, an "Outstanding" grade could be achieved.

5. School Leadership Update

JY warned Governors that the school budget was not as healthy as she would have liked and that a restructure may have to take place. A Budget meeting was due to be held later in the week.

For the benefit of the new Governor, she explained that she had been the Trust's Director of Primary but had been drafted in at the beginning of the previous term as Interim Headteacher. She had decided to take up the position of substantive Headteacher when it became available and with the appointment of a Director of Education, this had become possible.

The appointment of a business manager was needed urgently and some restructuring and a job description had been drafted. It was hoped that recruitment was imminent and this appointment would increase her capacity. It was hoped they would become involved in the running of the school on a strategic level. A new receptionist was also due to start soon. At present all school HR duties were being carried out by JY and AB.

She also reported that there were many children with SEMH (Social, Emotional and Mental Health) needs. An underused ground floor room had been restructured as a space where staff could deal with behavioural issues from this group and a non-teaching member of staff had been upgraded to oversee this. A restructuring of some of the Teaching Assistant roles was also taking place as well as a pilot programme whereby the SENDCo (currently AB) would work closely with a Behavioural Lead.

Governor challenge:

Do all schools have Behavioural Leads?

Answer:

JY confirmed that it was up to the individual school. She cautioned governors that if not properly managed, this lead may be blamed for all behavioural issues and that the appointment could cause parents to think the school had a behavioural problem. To change this perception, the title would be changed to Pastoral Lead. This appointment would increase capacity which would enable staff to see build-ups and triggers earlier and put in place preventative actions.

Education

6. Admissions and Pupil Numbers

These were outlined in Slide 5 of the HT report. She advised that since writing the report the admission figure had increased to 448 (including 39 in Nursery) with a PAN on 420.

Governor question:

What reasons did the 3 Year 4 pupils have for leaving?

Answer:

JY explained that they had all left the local authority.

Governor challenge:

What is the process when a child leaves the school?

Answer:

JY explained that a discussion takes place to ascertain the reason a child is leaving. She had no sense that any of the children leaving the school were doing so other than for practical reasons.

Governor challenge:

Had the three new pupils entering Year 3 caused any disruptions?

Answer:

JY confirmed it was a very settled class and there had been no disruptions.

She went on to explain that due to the cancellation of HS2, a proposed new housing estate with a new school had been put on hold which would also affect numbers.

7. Attendance

JY explained that her report contained headline figures only as the FFT (Fischer Family Trust) website was down.

- Statutory attendance – 94.3% (Na 93.5%)
- Persistent absentees – 12.9% (Na 17.3%)

As could be seen from these, the numbers were an improvement on the national figures and persistent absenteeism had dropped since to 11.6%

Governor question:

Do we have access to regional figures in this area?

Answer:

JY was unsure if this information was available.

ACTION: JY to investigate the availability of regional attendance figures.

ACTION: JY to provide a more detailed breakdown of attendance at the next LGB meeting.

JY reported that the Attendance Policy was still under review.

Governors suggested that it might be beneficial to explain to parents that Government was tracking attendance figures and that the behaviour of themselves and their children actively affected the standard of the school. It was also suggested that the percentage of attendance for each class could be included in the newsletter. JY agreed this was worth pursuing.

A discussion took place around recent upsurge in sickness bugs. JY observed that many children were losing days due to minor sniffles which would be addressed in the final version of the policy.

8. Behaviour

This was outlined in Slide 7 of the HT report.

AB confirmed that some of the instances listed under Behaviour were carried over from the previous HT report. She confirmed that incidents since the last report were:

- 1 pupil 1.5 days (28.2.24) Y6 persistent disruptive and aggressive behavior
- Part time timetables x 2 reviewed regularly (1 x Y5 1 x Y4)
- 2 x EBSNA – Emotionally Based School Non-Attendance (School Refuser)
- No bullying
- Physical intervention: (recorded on CPOMS) (Child Protection Online Monitoring System) x 4 children.
- Racial incidents x 2
- Homophobic x 0

Governors observed that the reporting of racial incidents by staff sometimes needed “unpicking” and recognizing them for what they were. It was important that differences were celebrated and not hidden or ignored and that occasionally staff reaction to a comment could be incorrectly labelled.

Governor question:

How has the general behavior in the school been recently?

Answer:

JY responded that on the whole it is good and the school is working closely with parents on reporting and dealing with individual cases. Data analysis can help up to a point but is often difficult to do so effectively when combined with successful resolutions. The approach of the school is restorative rather than punitive. In addition, the demographics of the school is gradually changing and SEND and PP figures are increasing year by year. She was confident the school was successfully adapting to these changes.

9. Curriculum – Progress**10. Curriculum – Attainment**

The following documents had been uploaded onto GoverborHub under the Data folder:

- Data Report UKS2 – Spring 2024
- Dara Report LKS2 – Spring 2024
- Data Report KS1 – Spring 2024
- Data Report Reception – Spring 2024

Governor challenge:

What details do you have with regards to gender disparity within the school results for Key stage 2?

Answer:

JY confirmed the following:

UKS2 – Year 5:

- Boys have almost reached the FFT target for Greater Depth (GD) in Maths.

- Boys are outperforming girls in Reading, Writing and Maths which is a positive trend compared to the national average.

UKS2 – Year 6:

- Girls in Maths are almost reaching potential FFT targets for GD standard.
- Current data is showing that 6% of boys are on track to reach GD for Reading, 3% for writing and 9% in Maths which is a huge improvement from last term.

Governors indicated that they would like to see comparative data between all the Trust schools and then compared to National data for the same cohorts.

ACTION: JY to source comparative data on gender disparity within the Trust and on a national level.

JY confirmed that a tutor has been employed to support pupils both in Year 5 and Year 6. There is a weekly session for Year 5 to access in the spring term to boost GD Writing and Maths. Pupils have responded well to this and enjoy these sessions. Summer term will allow Year 5 to receive additional tutor support to help increase data in writing, reading and Maths.

She expressed her satisfaction with the data particularly for Year 6.

Governor challenge:

How are pupils performing in Writing?

Answer:

Key stage 1 - Pupil premium and girls target for writing has already been achieved.

Key Stage 2 – Year 5 - Currently no girls showing evidence for achieving GDS in writing. More support needed to push the EAL pupils in achieving EXP by the end of the year across reading, writing and Maths. Overall improvement is needed for writing in Year 5.

Key Stage 2 – Year 6 - Combined data for RWM is showing higher than predicted FFT targets, especially related to SEN and PP. Higher percentage of pupils working at GD level in writing compared to the FFT targets.

JY confirmed that EAL (English as an Additional Language) was not applicable in Year 6. She highlighted the behavioural issues in this cohort which had to be addressed and confirmed that moving and separating a few pupils had had a positive impact.

11. Curriculum - Link Governor Monitoring

It was confirmed that CS is the Safeguarding Link Governor and GJ is Link Governor for Curriculum. SH agreed to email all Governors to ascertain which roles they would like to fill, based on the draft document uploaded onto GovernorHub. He emphasized that whilst subject reports were important, inspection on the state of the school was also important.

ACTION: SH to notify SD of the final list for publication.

ACTION: SH to organise a Governing Strategy Meeting. Initially this was for 22nd May but has been postponed. A new date needs to be chosen. In the meantime, Governors are to notify him of areas they would like training on.

Welfare

12. Safeguarding

This was covered by Slide 9 of the HT report.

A safeguarding report had been uploaded onto GovernorHub.

CS confirmed that she had carried out a Safeguarding visit on 27th May. She had no concerns apart from some out-of-date signage which had been addressed. On her next visit she intended to run some scenario-based discussions with staff.

13. Wellbeing and Welfare – Students

This was outlined in Slide 10 of the HT report. The following actions had been successfully carried out and/or ongoing:

- Re-establishment of the Mental Wellbeing team and a review of the Mental Health (MH) policy and process for supporting children's mental wellbeing. AB remains the MH senior lead and Laura Simms and Debbie Thomas supporting her.
- Laura Simms and Debbie Thomas attended the Mental Health Lead Network meeting within the Trust last term.
- SWANS counselling continues to visit the school which is looking to increase this to support a higher number of children, budget permitting.
- Liaison with external agencies such as CLASP, Visyon and Family Help and Social Workers with interventions.
- Additional activities for break and lunch times have helped provide focus and more structure to these times.
Lunch club option has been added back into the lunch time rota – a quieter space inside for some children to access when/as required.
- Individual risk assessments for some children have been created.
- Team Teach training for additional staff which includes training on de-escalation has begun.

Governor question

Where a child had been identified or observed as requiring possible counselling, how is this information captured?

Answer:

AB explained the process whereby collaborative meetings with all stakeholders takes place, an action plan and health plan is made and documents generated as part of the school recording system.

14. Wellbeing and Welfare – Staff

This was outlined in Slide 11 of the HT report.

The Staff Survey for Shavington Primary had been uploaded onto GovernorHub. JY confirmed the report had only been received the day of the meeting so asked Governors to read it for comments at the next meeting. The consensus was that the feedback was very positive.

ACTION: SD to include Staff Survey feedback on agenda for meeting 27th June.

As part of her role, CS offered to conduct confidential staff visits which would be conducted in the strictest confidence.

GJ congratulated JY on the lunch club which she felt was very successful.

Local Matters and Stakeholder Engagement

15. Policy update

- **Use of cameras and mobile phones**
- **Social media**
- **Medical Needs**

After some discussion it was agreed that all three policies be approved by the governors and uploaded onto the school website.

ACTION: JY to upload policies onto the school website.

16. Stakeholder Engagement - Parents/Carers

Nothing to report.

17. Stakeholder Engagement – Wider Community

See slide 13 of the HT report. The following events and developments had taken place:

- Multi-cultural afternoon held.
- Links made with a local old peoples' home (Alexandra Mill)
- Parish Council – Impact project (Planting in autumn and mosaic art booked for this term)
Parish Council keen to develop links further – attended multi-cultural afternoon.

18. Communication to Trust Executive, Board, Education Standards and Performance (ESP) Committee

Nothing to report.

19. Communication from Executive, Board and ESP

JY was confident that the Trust was supporting the school in every way possible but asked that budget documentation and budget discussions be held earlier than at present to ensure the vision of the school was being fully realised.

20. AOB

The Chair and governors congratulated JY and AB and the rest of the staff for the successful Ofsted inspection.

Date and Time of Next Meeting: 27th June at 4:00pm

Meeting Closed at 5:56pm

Minutes approved:

Date:.....

ACTION LOG FOR MEETING 24.04.24

Minute Ref	Action	By whom	By when
Page 3 Item 4	Issue a draft Communications Policy for Governor approval.	JY	27.06.24
Page 3 Item 4	Check with staff that the Behavioral Policy is being properly implemented by staff.	JY	After meeting
Page 5 Item 7	Investigate the availability of regional attendance figures.	JY	27.06.24
Page 5 Item 7	Provide a more detailed breakdown of attendance.	JY	27.06.24
Page 6 Item 10	Source comparative data on gender disparity within the Trust and on a National level	JY	27.06.24
Page 6 Item 11	SH to notify SD of the final list of Link Governors for publication.	SH	After meeting
Page 6 Item 11	SH to organise a Governing Strategy Meeting. Initially this was for 22 nd May but has been postponed. A new date needs to be chosen. In the meantime, Governors are to notify him of areas they would like training on.	SH/ALL	After meeting
Page 7 Item 14	SD to include Staff Survey feedback on agenda for meeting 27 th June.	SD	27.06.24
Page 7 Item 15	Upload policies onto the school website.	JY	After meeting