

Minutes of a Meeting of Daven Primary School
Local Governing Board (LGB)
Date: Tuesday 28th April 2026

Governors in attendance:	Mark Hill	(MH)	Chair of Governors
	Glen Williams	(GW)	Appointed Governor
	David Whitewright	(DW)	Appointed Governor
	Emma Couch	(EC)	Appointed Governor
Others in attendance:	Jenny Gosling	(JG)	Headteacher
	Sian Wilkinson	(SW)	Clerk
	Robert Moreton	(RM)	Observing Governor
	Andrew Hendrie	(AH)	Observing Governor
Apologies:	Angela Gillespie	(AG)	Appointed Governor
	John Mollard	(JM)	Appointed Governor
	Allan Howells	(AH)	Director of Quality

Part One – Non-Confidential Business

Meeting commenced at 2:56pm.

ITEM NO.		ACTION
	GOVERNANCE AND ADMINISTRATION	
1.	Welcome, Quoracy, Apologies and Declarations Governors were welcomed to the meeting. The meeting was quorate. Apologies were received and accepted from AG, JM and AH There were no new declarations offered at the meeting. The following papers have been uploaded to Governor Hub (GH) prior to the meeting: • 1. Headteachers Report April 2026 • 2a. 1 DPS LGB Part 1 Meeting Minutes 20.01.26 • 2a. 2 DPS LGB Part 2 Meeting Minutes 20.01.26 • 2b. DPS Matters Arising Action Log • 4b. ROV Daven 16.03.26 Day 2 Visit AG • 4b. ROV Daven 16.03.26 Day 2 Visit LW • 4b. ROV Daven 16.04.26 Day 3 Visit AG • 4b. ROV Daven 16.04.26 Final • 10. Attendance • 11. Behaviour • 15a. Accessibility Policy • 15a. Daven Primary School Accessibility Action Plan • 15a. Daven Primary School PSHE and SRE Policy March 2026	
2.	Minutes of the last meeting and Matters Arising a) The minutes of the previous meeting held on 20.01.26 were agreed as a true and accurate reflection of the meeting and formally approved them. b) The action log was reviewed in detail, with updates provided on all outstanding actions.	

ITEM NO.		ACTION
	• Action 10.3 – The Chair confirmed that a recent <i>Meet the Governors</i> session had taken place, although attendance was low. The HT suggested that future governor and parent engagement could be incorporated into informal school events, such as the Christmas Fayre. The Chair of Governors will consider whether a further <i>Meet the Governors</i> session should proceed at an alternative time. The Chair will liaise with the HT to confirm the next opportunity for governor–parent engagement. • Action 79.4 – Site – Cabins: It was reported that the existing cabins require demolition and that planning permission is needed to progress proposed changes. The Trust is overseeing the planning application for the new builds, which are scheduled for the summer period to minimise disruption. The planning application will include details relating to the pitch, parking, floodlighting, and opening hours. • Action 80.4 – Leadership and Governance: ROVs have been completed and uploaded to Governor Hub. The Chair and HT will review and schedule the next cycle of visits. • Action 82.5 – PAN Reduction: The proposal to reduce PAN from 30 to 15 was reviewed. The Trust confirmed that PAN will remain at 30; however, this will be reviewed again considering the September 2026 intake currently standing at six pupils. • The following actions were confirmed as completed and closed: 81.4, 83.6, 85.15, and 86.16.	
3.	Membership update The Chair welcomed EC as a newly appointed Governor. The Chair and HT noted that the governing body currently comprises seven governors, with two vacancies. It was suggested that a departing HT from WCL could be considered as a potential candidate. The Clerk agreed to initiate discussions with AH regarding governor recruitment. The Chair confirmed that both GW and DW have renewed their terms of office. The Chair and the Trust expressed they're thanks to both governors for their continued support of Daven Primary School	
	STRATEGIC DIRECTION AND PROGRESS AGAINST PRIORITIES	
4.	School Improvement Plan (SIP) and Self Evaluation (SEF) The HT presented an updated self-evaluation using the previous five Ofsted inspection areas. The current judgements were reported as follows: • Inclusion – Expected Standard • Curriculum and Teaching – Needs Attention • Achievement – Needs Attention • Attendance and Behaviour – Needs Attention • Personal Development and Wellbeing – Expected Standard • Leadership and Governance – Expected Standard • Early Years – Expected Standard Governors acknowledged and commended the progress and improvements made since the previous Local Governing Body meeting. Governors sought assurance regarding the effectiveness of the RISE monitoring visit and whether it had been beneficial in identifying areas for development. The HT confirmed that the visit provided constructive and supportive feedback, which has assisted in strengthening key areas, including Early Years Foundation Stage (EYFS). Governors requested further	

ITEM NO.		ACTION
	clarification on the objectives of the RISE plan. In response, the HT advised that the plan includes a clear focus on improving phonics outcomes through additional staff training, enhanced progress monitoring, targeted Teaching Assistant support, and regular Senior Leadership Team meetings to review phonics data. This approach is intended to enable more effective identification of issues and improved pupil outcomes. SIP- Key Priorities The HT confirmed that since the last local governing board meeting, the school has received visits from governors, Mocksted and RISE. The HT highlighted the following key priorities: Inclusion – Expected Standard - Refine and clarify SEND processes through collaboration and engagement with PINS and RISE so that senior leaders are empowered with the knowledge and skills to implement robust, consistent systems for identification, provision and review, leading to improved outcomes for pupils with SEND. Curriculum & Teaching – Needs Attention - Review the school's approach to early reading and the motor development to ensure children have secure foundational knowledge in phonics, word recognition and pencil control with timely interventions for those at risk of falling behind. With the aim to ensure that all pupils develop the fluency, accuracy and stamina needed for successfully reading and writing. Achievement – Needs Attention - Implement 'Pathways to Write' with precision and fidelity, focusing on grammar, punctuation, spelling and handwriting to ensure that pupils develop fluency, accuracy and confidence as writers and outcomes in writing at the end of KS2. Attendance & Behaviour – Needs Attention - Increase overall school attendance from 91.6% to at least 94% by the end of the academic year so all pupils, particularly those with are disadvantaged or have SEND benefit fully from the curriculum and maintain positive routines. Personal Development & Wellbeing – Expected Standard - Further strengthen the culture of belonging and mutual respect across the school to ensure very pupil feels safe and valued, with the continuation of staff understanding of early signs of mental health concerns. Alongside the refinement of the PSHE curriculum so learning is fully aligned with the revised DfE PSHE and RSE statutory guidance. Eary Years – Expected Standard - Improve the quality and consistency of adult-child interactions so that staff skilfully model, extend and deepen children's language and thinking through purposeful talk, sustained shared thing and high-quality dialogue. Leadership & Governance – Expected Standard - Develop the leadership and management of SEND so that pupils with SEND receive timely support and an ambitious curriculum which results in them achieving well.	
	QUALITY OF EDUCATION	
5.	Admission and Pupil Numbers As of April 2026, the school has 116 pupils on roll, representing a reduction of 3 pupils since January 2026, when the roll stood at 119. The school's published capacity is 210 pupils. A detailed breakdown of pupil numbers was provided within the HT's report.	

ITEM NO.		ACTION
	Governors queried the decline in pupil numbers and sought clarification on the contributing factors. The HT explained that fluctuations largely attributable to pupil mobility, which continues to be a challenge for the school. It was noted that some pupils who have left were recent admissions, with departures in several cases linked to family relocation. Governors acknowledged that the explanation provided in relation to admissions and pupil number data was reasonable, recognising that there are multiple contributing factors. It was noted that further work is required to increase pupil numbers. The HT confirmed that a proportion of pupils leaving the school have transferred to specialist provision.	
6.	Curriculum Update The HT presented a curriculum update with the HT report; this outlined the following key strategies in place for the subject - science: • Teacher preparation • High-quality first teaching in science • Frequent understanding checks • Oracy and voice 21 in science • Physical adaptations The HT informed the local governing board that the newly implemented strategies support learning and enhance outcomes for all pupils, particularly those who experience barriers due to learning, sensory or knowledge-based needs. The Chair commended the school for its commitment to making reasonable adjustments to meet the needs of pupils with SEND.	
7.	Pupil Performance The HT report highlighted the following key information in relation to pupil performance: • The school serves a high-need community, with FSM well above average across three years • EHC plan rate is well above average and rising to 18.31% • Children in need figures consistently well above average • Pupil stability is below average, reflecting high mobility • Location deprivation is close to average, though pupil-level deprivation remains high Reading – a major school strength • 2024/25 reading expected standard: 83% (above national). • Three-year average close to national. - Disadvantaged pupils achieve exceptionally well (81% in 2025). • Reading is a stand-out success driven by strong intervention and curriculum practice in KS2. Mathematics – sustained strong performance • 86% expected in 2023/24, above national. • Three-year average close to national. • Disadvantaged pupils show strong and improving outcomes. • Subject knowledge and implementations of maths is strong; maths outcomes demonstrate resilience against contextual pressures. New focus is to develop mathematical fluency. Behaviour and inclusion • Impactful Systems • Suspensions reduced sharply in 2024/25.	

ITEM NO.		ACTION
	- Strong provision for SEND and vulnerable pupils. - Behaviour systems and inclusion strategies are improving outcomes and maintaining stability for vulnerable pupils Governors noted the high proportion of pupils with EHC plans and commended the school for the quality of support provided to pupils with SEND. The HT reported that disadvantaged pupils at the school continue to achieve better outcomes than disadvantaged pupils nationally, demonstrating the effectiveness of the support and interventions in place at Daven Primary School. The Chair queried pupil performance in writing and whether this remains a wider issue across the primary sector. The HT confirmed that this reflects a national trend and advised that RISE funding will continue to support improvements in pupils' writing outcomes, with impact and progress reviewed at the end of Key Stage 2. The Chair enquired whether Year 6 pupils would continue to receive free access to Breakfast Club prior to the SATs assessments. The HT confirmed that this provision will again be available for the forthcoming assessments.	
8.	Link Governor Meeting Link monitoring visits have been completed by AG, JM and MH. Record of Visits have been added to Governor Hub. Alongside these, RISE and the Trusts visit notes have been added. The HT highlighted the requirement for the next governor monitoring visits for behaviour and attendance to be confirmed. ACTION: MH and JG to complete next governor monitoring visit plan/schedule	Chair / HT
9.	Pupil Premium The HT detailed within her report 'which £10,000 had the most impact', the following was highlighted: - Voice 21 CPD – this has allowed us to improve children's communication skills, improve the curriculum, enhance teaching and learning. Our aim is to be a centre of excellence during 2027/28 - Cost of reading interventions – this is demonstrated by the IDSR information in relation to our reading data. The Chair sought clarification regarding the RISE funding and whether this funding is allocated directly to the school or managed by the Trust. The HT confirmed that the funding is held within the school's budget and is clearly detailed within the Pupil Premium Strategy, which outlines budget allocation against expenditure. It was further noted that, although the school has a relatively low number of pupils on roll, it has a high proportion of pupils eligible for Pupil Premium funding.	
	PERSONAL DEVELOPMENT	
10.	Attendance Overall attendance year to date stands at 93.2%, representing an increase from 92.3% at the same point last year (+1.1 percentage points). The HT reported that 19.83% of pupils are currently classified as persistently absent and reminded governors that, due to the school's low pupil numbers, each individual pupil equates to approximately 1% within the data.	

ITEM NO.		ACTION
	It was further noted that the ABIE attendance target for 2025–2026 is 92.2%, with the school currently performing approximately 1% above this target. The HT confirmed that punctuality plans are in place for pupils who recorded three or more late arrivals during the first half of the term, and that attendance reward charts have been implemented for several pupils to encourage improved attendance. Governors were also informed that suspensions have reduced significantly, from 59.5 days in the previous period to 25 days year to date. Governors asked for clarification regarding the ongoing challenges affecting attendance. The HT explained that a key issue relates to international families who take extended holidays during term time. It was also noted that a high number of pupils with SEND have frequent medical appointments, which impacts attendance figures. In addition, the number of suspension days contributes to the overall attendance data. Furthermore, the school continues to monitor attendance trends per class with strategies in place e.g. events planned on high absent days to encourage attendance.	
11.	Rewards and Behaviour Behaviour across the school was described as good, with positive feedback from a Governor who had recently undertaken a monitoring visit. The HT informed Governors that suspensions have reduced with 25 days compared to 55.5 days year to date, data was also included within the report on restrictive interventions. The HT included within her report key strategies and interventions to continue to improve behaviour within the school, this included: • Pastoral Structure: Provides a strategic oversight of pastoral provision and leads on whole-school behaviour management. • Behaviour Policy: A clear, consistent and robust policy that sets out defined expectations, procedures and systems, with monitoring and oversight from senior leaders. • Clear Consequence System: A structured, graduated approach to addressing poor behaviour, incorporating restorative practices alongside a colour-coded sanctions framework. • Rewards and Recognition: A strong emphasis on incentivising positive behaviour through a comprehensive rewards system, including certificates, weekly stickers, badges, verbal recognition, positive phone calls home, and the newly introduced ALWAYS badges. Achievement points contribute to house points and individual rewards, culminating in bronze, silver and gold awards. • Holistic Approach: Behaviour point analysis, synergy meetings and the behaviour matrix are used to identify pupils who may benefit from targeted interventions, referrals or outreach support. • Regular Synergy Meetings: Scheduled meetings to review and monitor safeguarding, attendance, behaviour and SEND provision. • Behaviour Curriculum: A structured programme delivered through whole-school assemblies, myHappyMind and the Zones of Regulation framework, supporting pupils' understanding of behaviour expectations, emotional regulation, resilience and self-esteem.	
	WELFARE	
12.	Safeguarding	

ITEM NO.		ACTION
	The HT confirmed the following current Safeguarding caseload for the school; this has been included in Part 2 – Confidential Business.	
13.	Welfare and Wellbeing – Students The HT report noted the following activities to support pupil welfare and wellbeing: • Arbor being used to track and monitor behaviour: achievement and behaviour points • New student leadership initiatives: house captains/anti-bullying ambassadors/all pupils are leaders • Vulnerable Children's List is being regularly reviewed with Mental Health being included. Review of self-evaluation in June with Lisa Cardon-Dorey and Damian from Cornerstones. • Sporting week was a success • Educational visits • Launch of myHappymind • Y3/4 pupils attending a residential in February. • Play Therapy • ELSA • Friendship groups • SEMH interventions for targeted pupils	
14.	Welfare and Wellbeing – Staff The HT report noted the following activities to support staff welfare and wellbeing. • Weekly synergy meetings for safeguarding team. • Staff can work from home during PPA. • 0.5 day in summer inset for 'wellbeing'. • PINS project • TLP staff perks • TLP staff portal • Education Mutual for a range of mental health support • Flexible working request recently approved • Making systems and processes clear and robust • Specialist RISE work	
	LOCAL MATTERS & STAKEHOLDER ENGAGEMENT	
15.	Policies The following policies were uploaded to Governor Hub prior to the meeting and approved by the local governing board: • Accessibility Plan/Policy • PSHE & PSE Policy	
16.	Governor Training Update Governors were reminded of the following required training; • Cyber Security NGA Training: Cyber security and governance: Cyber security and governance National Governance Association The Chair raised several questions for the Trust following completion of the cyber security training. These included whether best practice requires the use of school-associated email addresses, whether cyber security is clearly aligned with a school or Trust policy, how school data is stored and deleted in accordance with best practice guidelines, and when the most recent risk assessment was undertaken. The Clerk agreed to submit these queries to the Trust and provide feedback to the Local Governing Board.	Action Governors Action Clerk

ITEM NO.		ACTION
	ACTION: All governors to complete the NGA cyber security training ACTION: Clerk to feedback Chair's cyber security training queries to the trust and feedback	
17.	Stakeholder Engagement – Parents / Carers The HT's report included details of events. The Head remains visible and approachable to parents, being present daily at the playground entrances. The HT confirmed the following engagement activities are being used: • My Child's Learning events for Y1-Y6 (autumn, spring and summer) • HT visible each day • Marketing on Facebook • Christmas Fayre • Christmas craft events • Meet the governor event • Sporting events • Easter events • Parents evening • Y1/2 parent lunch	
18.	Stakeholder Engagement – Wider Community HT detailed the following events/partnerships in progress to encourage wider community engagement: • Work with Vale Juniors still ongoing • Linked up with Guy Brittain – computing suite • Links with The Rotary – Tree of Light, Swimathon, computing suite • Links with Hydro Grant • Christmas Light Switch on • Parent-carer energy saving advice • MP visit to the school, Mrs Sarah Russell MP to discuss SEND provisions within the school The Chair provided a detailed update regarding Vale Juniors. The Local Governing Board was informed that this is a long-term project with the two classroom cabins located outside the main building requiring demolition, with planning permission needed for their replacement. Funding is being identified, and the Trust is overseeing the planning permission process through an external provider. It is anticipated that the works will take place during the summer holiday period to minimise disruption to the school. The HT noted that a holiday club will be operating during this time and requested that the Chair continues to keep the HT informed of any progress.	
19.	Communication – from Trust The Clerk confirmed the following items to be communicated from the Trust: • Governance Conference: The conference has been postponed. The Clerk is awaiting confirmation of the revised arrangements and clarification on how the planned content will be delivered. • Skills Audit: A skills audit is currently being developed by AH using Microsoft Forms and will be circulated to governors for completion in the coming weeks.	
20.	AOB There were no other items of business tabled for discussion during the meeting.	

The meeting closed at 4:45pm.

