

Minutes of a Meeting of Daven Primary School

Local Governing Board (LGB)

Date: Tuesday 20th January 2026

Governors in attendance:	Mark Hill	(MH)	Chair of Governors
	John Mollard	(JM)	Appointed Governor
	Glen Williams	(GW)	Appointed Governor
Others in attendance:	Jenny Gosling	(JG)	Headteacher
	Allan Howells	(AH)	Clerk
	Sian Wilkinson	(SW)	Clerk
Apologies:	Angela Gillespie	(AG)	Appointed Governor

Part One – Non-Confidential Business

Meeting commenced at 3:00pm.

ITEM NO.		ACTION
	GOVERNANCE AND ADMINISTRATION	
1.	<p>Welcome, Quoracy, Apologies and Declarations</p> <p>Governors were welcomed to the meeting. The meeting was quorate. Apologies were received and accepted from AG There were no new declarations offered at the meeting. The following papers have been uploaded to Governor Hub (GH) prior to the meeting:</p> <ul style="list-style-type: none"> • 1. Headteachers Report January 2025 • 2a. 1 DPS LGB Part 1 Meeting Minutes 24.09.25 • 2a. 2 DPS LGB Part 2 Meeting Minutes 24.09.25 • 2b. DPS Matters Arising Action Log • 4b. Daven Report December 2025 • 7. SEMH Support Table • 7. SEND Review Report Daven • 9. Pupil Premium Strategy 25-26 • 10. Daven Attendance Visit 01.12.25 • 10. School Attendance Comparison Report • 15. Daven Primary School PSHE and SRE Policy Oct 2020 • 20. Feedback to DPS from ESP 23.10.25 	
2.	<p>Minutes of the last meeting and Matters Arising</p> <p>a) The minutes of the previous meeting held on 24th September 2025 were agreed as a true and accurate reflection of the meeting and formally approved them.</p> <p>b) The action log was reviewed in detail, with updates provided on each outstanding item.</p> <ul style="list-style-type: none"> • 24-25 – MH to contact JG regarding monitoring visits, completed post meeting 23.01.26 • 10 – MH confirmed ‘meet the governors’ had taken place although attendance was low, JG suggested that governor and parent engagement to take place during informal events i.e. Christmas Fayre. Chair of Governors to determine if next ‘meet the governors’ goes ahead at alternative time 	

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	<ul style="list-style-type: none"> The following items were confirmed as completed/closed: 11;12;13;14;15 	
3.	<p>Membership update</p> <p>The Board reviewed the current membership and noted the two governors are awaiting their DBS:</p> <ul style="list-style-type: none"> Parent governor recruitment: A strong prospective candidate was ruled ineligible because they are a member of staff. Governors discussed involving her in parent forum/engagement activities given her PTA link and representation of the local community. Governors agreed to continue with current arrangements to ensure that parental voice is secured. 	
	<p>STRATEGIC DIRECTION AND PROGRESS AGAINST PRIORITIES</p>	
4.	<p><u>SEF</u></p> <p>The Headteacher provided an updated self-evaluation using the former five Ofsted inspection areas. The current evaluation was:</p> <ul style="list-style-type: none"> Safeguarding – effective Inclusion – needs attention Curriculum and Teaching - needs attention Achievement - needs attention Attendance and Behaviour – needs attention PD and Wellbeing – expected standard EYFS - needs attention (reception – expected standard) Leadership and Governance – needs attention <p>Governors challenged areas that need attention. The HT advised that the new Ofsted framework applies a ‘secure-fit’ rather than a ‘best-fit’ model, resulting in a higher threshold. She noted that, under the previous framework, several areas would likely have been graded ‘Good’, but the revised criteria now require a more robust level of evidence.</p> <p>HT highlighted, since the recent Ofsted visit, Daven Primary School has been designated as a RISE school. As part of this programme, the school is supported by a designated RISE Advisor and a partner school, Elm Tree, over a two-year period. This support includes £80k of funded CPD, with targeted focus on improving writing, reading, and SEND provision.</p> <p><u>SIP- Key Priorities</u></p> <p>Governors agreed the SIP contained within the HT report.</p> <ol style="list-style-type: none"> Safeguarding – effective <ul style="list-style-type: none"> SCR: Temporary removal of an entry pending DBS completion. Site: Cabins have temporary railings (in place >2 years). Railings to be replaced, HT to chase dated and feedback - Action Inclusion / SEND – needs attention <ul style="list-style-type: none"> SEF grading of ‘Needs Attention’ for Inclusion reflects gaps previously identified in SEND processes and systems. HT reported that the SENDCo has now been released from class responsibilities to enable dedicated capacity for strengthening SEND systems, improving the quality and consistency of interventions, and ensuring full compliance with statutory requirements. The recent RISE visit also confirmed SEND as a priority area for development. Teaching and Curriculum – needs attention <ul style="list-style-type: none"> HT reported that recent staffing and structural changes have taken effect, including the departure of a member of staff at Christmas. 	<p>Action HT</p>

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	<ul style="list-style-type: none"> • HT confirmed that due to low pupil numbers, the school has moved to mixed-age arrangements, establishing Reception/Year 1 and Year 1/Year 2 classes. Maths and Science continue to be delivered as single-year groups—with the Headteacher teaching Year 2 Maths, the SENDCo teaching Year 5 Maths, and Charlotte teaching Year 6 Maths—while the remainder of the curriculum follows the established cycled model across phases. The Headteacher advised that the resulting staff pairings are stronger and more effective than previous configurations. <p>Governor challenged whether mixed classes affected learning, The HT confirmed that mixed classes work well in most subjects excluding Maths and Science which are taught in year group to ensure the curriculum is delivered accordingly.</p> <ol style="list-style-type: none"> 4. Achievement – needs attention <ul style="list-style-type: none"> • HT confirmed that recent CPD has focused on increasing the pace and precision of teaching, with the aim of reducing low-level and passive behaviours in lessons. • A whole-school priority has been established around strengthening assessment for learning and securing foundational skills, particularly handwriting and phonics, to address identified gaps. The SENDCo is actively involved to ensure that targeted and timely interventions are implemented. • CPD for Read Write Inc. (RWI) training has been confirmed and scheduled as part of the school’s strategy to improve early reading and phonics consistency. • The structure of English lessons has been refined to reinforce the teaching of grammar, punctuation and spelling (GPS), alongside key foundational writing skills. 5. Attendance and Behaviour – needs attention <ul style="list-style-type: none"> • “Passive learners” noted in 50% of classes at the School Improvement Review; HT tied this to teaching/pace and has coached staff to use brain breaks, re-engagement tactics, and swift adaptation where attention wanes. • The shift in staffing and structure is already improving consistency. 6. PD and Wellbeing – expected standard <ul style="list-style-type: none"> • Staff have option to take PPA from home when appropriate • 1 member of staff has had their flexible working request approved 7. EYFS - needs attention (reception – expected standard) <ul style="list-style-type: none"> • Nursery had been weak and is now transforming (staffing and environment). Flooring completed for main room; two-year-old room flooring outstanding. • Plans to separate 2- and 3-year-olds • New EYFS member of staff with a team restructure • Trust Early Years lead believes Nursery is now at ‘Expected’ were Ofsted to visit imminently. 8. Leadership and Governance – needs attention <ul style="list-style-type: none"> • Governors undertook Ofsted coaching with The Trust Director of Primary; the group reflected that they “over answered” at times but had the substance required. • The Record of Visit and Q&A have been uploaded, action for Governors to read in readiness of Ofsted. Governors were also asked to complete the Trust spring training on Ofsted. 	<p style="text-align: center;">Action Governors</p>

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	<ul style="list-style-type: none"> The new framework brings more time with HT and less deep dives than before, but the secure fit bar is high. <p>SIP – key priorities highlighted by HT</p> <ul style="list-style-type: none"> Inclusion/SEND: Finalise and embed processes, ensure right interventions at the right time; collaborate with RISE. Leading Learning: Review the school’s approach; RISE funded training (e.g., Fresh Start/RWI). Writing: Implement Pathways to Write; sharpen GPS teaching; increase moderation. Attendance: Improve from 93.5% current toward 94%+, target is +0.7pp above last year end. Phonics: Whole staff RWI CPD (Nursery–Y6) to raise Y1 Phonics screening outcomes that are currently below national. <p>Governors questioned the form of monitoring progress for GPS, HT confirmed this would be completed through book looks, moderations and practice papers. HT to feedback to LGB at the next meeting with Action</p> <p>Governors noted and welcomed that the school was now in receipt of RISE funding. They challenged whether the impact arising from this support would be in place when Ofsted next inspect the school. The Head confirmed that the RISE funding was having a positive impact, and whilst impact would be captured as evidence for the next inspection, the lack of definitive date for when Ofsted would next visit meant that it was difficult to provide a definitive response.</p>	<p>Action HT</p>
	<p>QUALITY OF EDUCATION</p>	
<p>5.</p>	<p>Admission and Pupil Numbers</p> <p>As of January 2026, the school has 119 pupils on roll, representing a reduction of eight pupils since September 2025, when the roll stood at 127. The school’s published capacity is 210 pupils. A detailed breakdown of pupil numbers was provided within the Headteacher’s report. Governors questioned the decline in pupil numbers and sought clarification on the contributing factors. The Headteacher confirmed that four pupils have transitioned to specialist provision, and two pupils were admitted mid-year on a temporary basis due to families relocating to Congleton into short-term accommodation, prior to an anticipated return to Crewe.</p> <p>The Headteacher advised that the current Published Admission Number (PAN) of 30 is not sustainable for the school and confirmed that Trust support is being sought to reduce the PAN to 15. This change would enable single-year group classes and remove the uncertainty associated with annual class structure planning – Action for HT to provide update at the next LGB meeting regarding changes to PAN.</p> <p>Governors agreed that a PAN of 15 would be more appropriate, considering admissions trends, local demographics, and community perceptions of the school and would endorse a reduction to the PAN.</p>	<p>Action HT / Trust</p>

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6.	<p>Curriculum Update</p> <p>The Curriculum is currently in its third year of implementation. It was noted that the intent is clearly articulated with defined start and end points. Curriculum mapping for Nursery has now been completed. The ongoing focus for implementation remains on improving pace, the effective use of assessment for learning (AFL), and strengthening foundational skills to ensure that the stated intent is consistently realised in classroom practice.</p> <p>Governors noted the positive impact of therapeutic-style classroom environments, particularly within Year 4, as observed during visits and referenced in the recent School Improvement Review feedback. HT agreed with these observations and confirmed that an identified item requires replacement. This has been raised with the maintenance team.</p> <p>It was reported that the school has successfully secured an Enrich orienteering package, including site mapping, staff continuing professional development (CPD), and one year's access to the online portal. This will support delivery within Physical Education, Geography, and outreach opportunities.</p> <p>HT confirmed that there have been no changes to the Curriculum content itself.</p>	
7.	<p>Pupil Performance</p> <p>The HT report highlighted the following key information in relation to pupil performance:</p> <ul style="list-style-type: none"> • The proportion of pupils eligible for free school meals (FSM) remains well above the national average. • The percentage of pupils receiving SEN Support, previously below national, is now above national following strengthened identification processes. The proportion of pupils with Education, Health and Care Plans (EHCPs) is well above the national average. • The number of Children in Need is significantly above national figures. <p>Attainment Outcomes</p> <ul style="list-style-type: none"> • Reading: Outcomes in the most recent year were above national (School 83% versus National 75%). Over a three-year period, performance shows sustained improvement (School 77% versus National 74%). • Mathematics: Outcomes were above national (School 78% versus National 74%). Disadvantaged pupils are performing close to national non-disadvantaged averages. • Writing: Outcomes are improving (School 67% versus National 72%); however, three-year outcomes remain below national (School 60% versus National 72%). The focus continues Pathways to Write and the development of grammar, punctuation and spelling (GPS). • Combined Reading, Writing and Mathematics (RWM): Outcomes were close to national in the most recent year and show improvement over the previous two years. • GPS Test: Outcomes remain low (School 50% versus National 73%). A strategy is now in place to focus teaching more explicitly on test elements, with a greater emphasis on GPS. <p>Disadvantaged Pupils (Pupil Premium)</p> <ul style="list-style-type: none"> • Reading: Disadvantaged pupils achieved 81%, in line with national non-disadvantaged pupils, representing strong performance. 	

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	<ul style="list-style-type: none"> • Writing: The gap compared to national disadvantaged pupils is narrowing; however, an internal gap to non-disadvantaged pupils remains and continues to be an area of focus. • Mathematics: Disadvantaged pupils are performing close to national non-disadvantaged pupils. Tracking indicates a slight widening compared to a previously exceptionally strong year, though outcomes remain positive overall. <p>Governors queried why are we getting Mathematics right but not English, The HT reported that, to drive further improvement, whole staff training in Phonics / Read Write Inc. (RWI) was planned. RWI is scheduled across two INSET days to secure consistency and fidelity of implementation across year groups. It was also confirmed that moderation activities will take place to closely monitor progress and standards in grammar, punctuation and spelling (GPS).</p>	
8.	<p>Link Governor Meeting</p> <p>A Governor has completed quality assurance–aligned monitoring visits. Feedback confirmed that the structured agenda for the day supported a purposeful and effective visit. The Governor reported that the visit was highly beneficial, and the completed report has been uploaded to Governor Hub.</p>	
9.	<p>Pupil Premium</p> <p>HT confirmed Pupil Premium Strategy Statement has been published by the 31.12.25 deadline. Strategy outlined the following aimed outcomes:</p> <ul style="list-style-type: none"> • Improved early reading skills • Improved oral language and vocabulary among disadvantaged pupils • Improve love for reading among disadvantaged pupils • Improved writing attainment for disadvantaged pupils at the end of KS2 • Improved writing skills • Ensure pupils develop fluent recall of mathematical facts • To achieve and sustain improved wellbeing pupils, particularly disadvantaged pupils • To achieve and sustain improved attendance, particularly disadvantaged pupils <p>HT confirmed that academic outcomes are improving in reading and maths but writing and GPS remain weak, the following results were shared:</p> <ul style="list-style-type: none"> • Reading: Improved from below (58%) to above national (83%). • Maths: Improved from close to average (71%) to above national (86%). • Writing: Remains below national (52%–67% vs 72%). • GPS: Consistently below and significantly so (50% vs 73%). <p>Outcomes for disadvantaged pupils improving but attainment gaps persist. The cohort for KS2 was 90% PP which is well above national:</p> <ul style="list-style-type: none"> • Disadvantaged attainment gaps narrowing (RWM gap -33 → -13). • RWM 56% of disadvantaged pupils in school achieved EXS vs 69% national • Reading: 81% of disadvantaged pupils in school achieved EXS vs 81% national • Writing: 63% of disadvantaged pupils in school achieved EXS vs 78% national • Maths: 75% of disadvantaged pupils in school achieved EXS vs 80% national 	

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	HT and Governors agreed to monitor and maintain PP impact with specific case studies for reading, vocabulary and writing. Further evidence to be provided at the next summer LGB meeting 2026. Action HT	Action HT
	PERSONAL DEVELOPMENT	
10.	<p>Attendance</p> <p>Overall attendance YTD is 93.5%, up from 92.2% at the same point last year (+1.3pp). HT confirmed that there are no pupils currently on roll who are severely absent, with improvements for persistent absence. HT noted that key drivers for the improvement has been the focus on FSM, SEND and Year 2 attendance. Leadership members of staff had been supporting pupils with transport to and from the school to ensure pupils attend. HT also shared that Sports Week was successful with boosts to engagement and attendance, plans for another in February 2026. HT confirmed that there was a significant reduction in suspensions which had a positive impact on attendance data, current suspensions stands at 18 days YTD compared to 35.5 days YTD for 2025.</p> <p>Governors challenged the current attendance target. The HT noted that the DfE’s current focus on attendance included data on expected improvement. The school had built these into its targets.</p> <p>Governors noted that there were early signs of improvement (1.3% increase YTD). Governors endorsed that actions contained within the SIP to support improved attendance.</p>	
11.	<p>Rewards and Behaviour</p> <p>Behaviour across the school was described as good, with positive feedback from the Rise Advisor. Governors challenged whether staff follow the Behaviour and Relationships Policy, which includes clear definitions and procedures for managing incidents, and the HT confirmed that this was the case.</p> <p>The Headteacher confirmed the following information within the Headteacher’s Report:</p> <ul style="list-style-type: none"> • 7 pupils have received suspensions YTD • A total of 18 suspension days recorded • This represents a reduction of 17.5 suspension days YTD compared to the previous year <p>Responding to Governor challenge, the HT provided contextual information to support the reported improvement in behaviour outcomes which has been included in Part 2 – Confidential Business.</p>	
	WELFARE	
12.	<p>Safeguarding</p> <p>The HT confirmed the following current Safeguarding caseload for the school; this has been included in Part 2 – Confidential Business.</p>	
13.	<p>Welfare and Wellbeing – Students</p> <p>The HT report noted the following activities to support pupil welfare and wellbeing:</p> <ul style="list-style-type: none"> • My Happy Mind (free via PINS project) • Play Therapist • ELSA • Friendship Groups 	

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	<ul style="list-style-type: none"> • Therapy Dog – programme via the library for identified pupils (post Feb for 5 weeks) • Residential - all pupils offered a place; subsidy achieved – £70 per pupil for a 3-day, full board residential incl. Chester Zoo day (grant leveraged via YHA scheme). • Student Leadership – house captains • Anti-Bullying Ambassador 	
14.	<p>Welfare and Wellbeing – Staff</p> <p>The HT report noted the following activities to support staff welfare and wellbeing</p> <ul style="list-style-type: none"> • Weekly synergy meetings for safeguarding team. • Monitoring load streamlined • Trust staff portal launched (news, blogs, signposting) • Flexible working: member of staff has a temporary part time arrangement post maternity; review pre-Easter. • Wellbeing INSET: Regular protected time for staff wellbeing (e.g., ½ day). <p>Governors noted that, following the Ofsted review, they were keen to understand the wellbeing of teaching and support staff. Governors engaged with staff members to gauge how they were feeling after the visit. Staff shared that they had felt nervous beforehand, as it was their first experience under the new framework. However, they reported feeling well supported by the Headteacher and the wider team.</p>	
LOCAL MATTERS & STAKEHOLDER ENGAGEMENT		
15.	<p>Policies</p> <p>Governors confirmed and approved the following policies:</p> <ul style="list-style-type: none"> • Accessibility Plan/Policy Due for review given site changes (Nursery works; cabin area). • PSHE & PSE Policy The policy specifies biennial review; new DfE guidance is expected from September 2026. HT/Governors agreed to continue with current policy, update the review date, and conduct a full review aligned to the new guidance timeline, including parent consultation as required. 	Action HT
16.	<p>Governor Training Update</p> <p>Governors were reminded of the following required training; Governors were also reminded to upload any evidence/certificates of completed training to Governor Hub:</p> <ul style="list-style-type: none"> • Ofsted new framework: Governors to watch the Trust video/webinar to establish a baseline understanding this term. • Prevent: All governors asked to complete/refresh Prevent unless done within last 12 months. • KCSIE reading: Governors to read Part 2 <p>Governors to liaise with Clerk when completed – Action</p>	Action Governors
17.	<p>Stakeholder Engagement – Parents / Carers</p> <p>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:</p> <ul style="list-style-type: none"> • My Child’s Learning • Christmas Crafts • General playground visibility • Meet the Governors (continue to refine timing). • Marketing: Active use of Facebook 	

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	<ul style="list-style-type: none"> • Parent Forum 	
18.	<p>Stakeholder Engagement – Wider Community HT detailed the following events/partnerships in progress to encourage wider community engagement:</p> <ul style="list-style-type: none"> • Rotary “Tree of Light” – continued links. • Castle Green grant £1,500 for an outdoor shelter • Vale – review of panelling • Enrich Orienteering – grounds mapping and CPD • New Life Church & community foundation partners – £10,000 pledged for an IT suite and sensory room • Hydro/Hedgehog grants – sustainability projects. • MP meeting scheduled February with Chair, HT and CEO to discuss SEND and local issues; plan photos/press to raise profile. 	
19.	<p>Communication – from Trust The Clerk confirmed the following items to be communicated from the Trust:</p> <ul style="list-style-type: none"> • Ofsted webinar (27.11.25) – signposted. • Prevent – refreshers available. • Governance Conference: Saturday 25th April 2026 • Governance matters: new trustee appointed and new member appointed 	
20.	<p>AOB There were no other items of business tabled for discussion during the meeting.</p>	

The meeting closed at 17:00pm.