

## Minutes of a Meeting of Daven Primary School

Local Governing Board (LGB)

Date: Tuesday 24<sup>th</sup> September 2025 at 3pm

Governors in attendance: Mark Hill (MH) Chair of Governors  
 Angela Gillespie (AG) Appointed Governor  
 John Mollard (JM) Appointed Governor  
 David Whitewright (DW) Appointed Governor

Others in attendance: Jenny Gosling (JG) Headteacher  
 Allan Howells (AH) Clerk

### Apologies

Glen Williams (GW) Vice Chair  
 Robert Moreton (RM) Appointed Governor

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## Part One – Non-Confidential Business

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Meeting commenced at 3:00pm.

ITEM NO.		ACTION
	<b>GOVERNANCE AND ADMINISTRATION</b>	
1.	<p><b>Welcome, Quoracy, Apologies and Declarations</b></p> <p>Governors were welcomed to the meeting. The meeting was quorate.            Apologies were received and accepted from GW &amp; RM.  <i>[Clerk filenote: The Chair had liaised with one governor who remained committed to serve on the LGB following improvements to their health and wellbeing]</i>            It was noted that declarations had been completed on Governorhub for 25/26. There were no additional declarations offered at the meeting.</p>	
2.	<p><b>Minutes of the last meeting and Matters Arising</b></p> <p>a) The minutes of the previous meeting held on 15 May 2025 were <b>agreed</b> as a true and accurate reflection of the meeting and formally <b>approved</b> 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"> <li>• The following items were conformed as completed / closed: 190; 227; 228; 231; 232; 233; 235; 236;237</li> </ul> <p>The Headteacher agreed to take forward the following actions</p> <ul style="list-style-type: none"> <li>• 186- school trips- to consider this as part of a wider strategy</li> <li>• 226 governor visits- to meet with the MH and JM to agree a schedule</li> </ul>	<p>Action HT</p> <p>Action HT/MH /JM</p>
3.	<p><b>Membership update</b></p> <p>The Board reviewed the current membership and noted the two vacancies for parent governors. (See part 2 minutes). It was agreed to temporarily pause the recruitment to the two parental governor vacancies.  <i>[Clerk filenote: The Chair and clerk were liaising with one other potential candidate who was a parent of primary aged pupils who attended another school in the locality].</i></p>	

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4.	<p><b>Declarations and Confirmations.</b></p> <p>It was noted that annual declarations and confirmations for 25/26 had been completed by governors.</p>	
5.	<p><b>Link Governor Roles</b></p> <p>Safeguarding- AG SEND- GW EFYS- JM</p> <p>Governors discussed in more detail the link governor role and purpose of visits. It was agreed that monitoring visits are intended to triangulate what governors hear in meetings, see in data, and observe in practice. Visits needed to be:</p> <ul style="list-style-type: none"> <li>○ Strategic: Focused on SIP priorities</li> <li>○ Supportive: Not evaluative of teaching quality</li> <li>○ Non-disruptive: Respectful of staff workload and well-being</li> <li>○ Conducted during agreed windows (e.g. 2-week periods each term)</li> <li>○ Use simple templates to record observations and feedback</li> <li>○ Reports shared via GovernorHub to provide the whole LGB with assurance.</li> </ul> <p>The LGB was advised that Link Governor roles should be aligned to the statutory areas (e.g. Safeguarding, SEND, EYFS) and the SIP priorities, rather than alignment with specific curriculum areas. However, whilst undertaking a link visit, the link governor could utilise a curriculum area to evidence the progress made against the school improvement priority. Equally a thematic approach could be adopted (e.g. behaviour or pupil voice) within in the visit.</p> <p>The Chair reminded everyone of the importance of being able to demonstrate independent governance oversight to Ofsted and the Trustees, which was distinct from the support that governors provide senior leaders within the school. Governors we reminded of the NGA training on link roles and asked to undertake this prior to the next cycle of visits.</p> <p>Governors <b>agreed</b> that the Chair and JM should meet with the HT to</p> <ul style="list-style-type: none"> <li>○ Finalise <b>link governor assignments</b></li> <li>○ Develop a <b>monitoring schedule</b> aligned with SIP priorities</li> <li>○ Clarify expectations for visit frequency, format, and reporting</li> </ul>	<p><b>Action</b> <b>All</b> <b>Governors</b></p> <p><b>Action</b> <b>MH,</b> <b>JM, JG</b></p>
<b>STRATEGIC DIRECTION AND PROGRESS AGAINST PRIORITIES</b>		
6.	<p>a) <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"> <li>● Quality of education – requires improvement</li> <li>● Behaviour and attitudes – Good</li> <li>● Personal Development – Good</li> <li>● Leadership and Management – requires improvement</li> <li>● EYFS – Good</li> </ul> <p>The Headteacher highlighted some wider concerns regarding EYFS (see Part 2 minutes) and the action that was being taken to address these.</p>	

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	<p>The SEF will be updated to reflect the new Ofsted framework in the future, when there is a better understanding of the new framework. Governors were advised that Ofsted had moved away from a single word overall judgment. Ofsted was now adopting a scorecard approach within which each area would have an evaluation based on a 5-point scale.</p> <p>b) <u>SIP- Key Priorities for 2025–26</u> Governors <b>agreed</b> the SIP contained within the HT report.</p> <ol style="list-style-type: none"> <li>1. Writing and GPS (Grammar, Punctuation, Spelling) <ul style="list-style-type: none"> <li>• Writing attainment remains below national average.</li> <li>• GPS scores are low, despite improvements in overall writing.</li> <li>• The school is seeking funding to implement the Pathways to Write scheme more robustly (estimated cost: £10,000).</li> <li>• Rise Advisor has validated the need for external support to embed this scheme effectively.</li> </ul> </li> <li>2. SEND Provision <ul style="list-style-type: none"> <li>• SEND pupils make up 34% of the school population.</li> <li>• A full SEND audit has been requested via the Rise Advisor.</li> <li>• The school is seeking 10 SEND support days to improve strategic and operational clarity.</li> <li>• Staff training and clarity around SEND processes are ongoing needs.</li> </ul> </li> <li>3. EYFS- with a particular focus on reception provision and the integration of the pre-school. RISE support was being accessed to assist with the changes required.</li> <li>4. Attendance Whole school attendance for 2024–25 was 91.6%, below the national average of 94.8%. Attendance strategies include: <ul style="list-style-type: none"> <li>• Weekly reviews</li> <li>• Visual tracking boards</li> <li>• Incentives and sporting events</li> <li>• Targeted support for persistently absent pupils</li> </ul> <p>Early signs of improvement noted for 2025–26 (2.5% increase compared to same point last year).</p> <p>The Headteacher noted the value of having school comparator data (21 other similar type schools) , and governors <b>noted</b> the schools positive performance against this benchmark group.</p> </li> <li>5. Leadership and Curriculum Accountability <ul style="list-style-type: none"> <li>• Focus on strengthening middle leadership and subject ownership.</li> <li>• Participation in Trust-wide Curriculum and Pedagogy Networks.</li> <li>• Dedicated staff member to lead on curriculum monitoring.</li> </ul> </li> <li>6. Reading and Phonics <ul style="list-style-type: none"> <li>• KS2 reading results above national average.</li> <li>• Year 1 phonics pass rate declined, but Year 2 catch-up rate was 100%.</li> <li>• Subscription to Read Write Inc. portal requested to support phonics teaching.</li> </ul> </li> </ol>	

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	<p>Governors <b>challenged</b> and expressed the need for caution on the use of percentage values when reviewing data and monitoring performance. The relatively low number of pupils in the data baskets could result in large percentage point swings (typically at least 5-7 percentage points (pp), and in some cases 12 pp). Consequently, governors asked that pupil number data also be included alongside percentage point data so that there was appropriate context. Governors also <b>challenged</b> that the YR1 phonics screen outcomes didn't take account of some of the wider social and family challenges, however, the 100% catch up rate at end of Yr2 was evidence that the school was seeking to address the shortfall and narrow the disadvantage gap. They welcomed that the school was taking actions to improve the Yr1 pass rate.</p>	
	<p><b>EDUCATION</b></p>	
<p>7.</p>	<p><b>Report on SATS and Pupil progress</b></p> <p>Governors received a detailed breakdown of pupil performance within the HT report. The following points were noted.:</p> <p>Key Stage 2 (Year 6) SATs Results had a cohort of 19 pupils, of which 90% were Pupil Premium (significantly above national average) and 26.3% SEND.</p> <p><u>The Combined Reading, Writing, and Maths:</u> (Expected Standard) was 61% (National: 62%). Governors <b>noted</b> that despite high levels of disadvantage, the school is performing close to national average.</p> <p><u>Reading:</u> 73% reached the Expected Standard (National: 75%) with 11% securing Greater Depth. Governors <b>noted</b> that reading is a strength; The HT <b>confirmed</b> that interventions and teaching strategies are effective.</p> <p><u>Writing:</u> Writing remains a key improvement priority and is included in the SIP. 67% contained the Expected Standard (National: ~70%), with none securing Greater Depth</p> <p><u>Maths:</u> Expected Standard was secured by 78% of pupils (National: 74%) Whilst Maths continues to perform well there was a slight dip from previous year (86%) which when <b>challenged</b> the HT attributed to cohort variation.</p> <p><u>Phonics Screening (Year 1 and Year 2):</u> The Year 1 Pass Rate was slightly 59% (67% in the previous year) 2022–23) although the Year 2 Catch-Up Rate was 100%. However upon further <b>interrogation</b> governors <b>noted</b> that the percentage point difference equated to the equivalent of one child. Hence The wider context of statistical data needed to be understood and governors requested that future data include pupil numbers as well as percentages. <b>Action HT</b></p> <p>Governors <b>noted</b> that the SEND Pass Rate was 35.3% and Pupil Premium Pass Rate was 52.9%.</p> <p>Governors also <b>noted</b> that whilst Yr1 results were below national, Yr2 catch-up is strong. The HT confirmed that staff training and phonics provision are being reviewed.</p> <p><u>Early Years Foundation Stage (EYFS) – Reception cohort Size:</u> 24 pupils.</p>	<p>Action HT</p>

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	<p>The HT reports that Good Level of Development (GLD) was achieved by 54% of pupils, with 33% of SEND and 54% of PP securing GLD. Governors <b>challenged</b> what the adjusted figure would be if the 5 pupils that were in alternative provision and not accessing mainstream curriculum were removed. The HT reported that this would be 72%.</p> <p>Governors asked that future reporting also tracked this adjusted number across time so that a wider understanding of performance could be obtained. <b>Action HT</b></p> <p><u>Multiplication Tables Check (Year 4):</u> Governors <b>noted</b> that Full Marks Achieved, which was an improvement from previous years.</p> <p>Governors thanked the HT for the detailed report. Governors noted that pupils are making good progress from low starting points. However, the importance of contextualising data due to small cohort sizes was emphasised.</p>	<p><b>Action HT</b></p>
8.	<p><b>Admissions and Pupil Numbers</b></p> <p>The school currently has 127 on roll (verses a capacity of 210). A detailed breakdown was provided in the HT report. Governors noted and <b>queried</b> the reasons behind the declining numbers. The HT replied that the underlying cause could be attributed to community perceptions. Governors discussed ideas on how best to engage Bromley Farm estate families. The importance of improving the Ofsted outcomes was recognised as a significant factor, however, there was a wider need to secure positive perceptions from parents and former pupils.</p>	
9.	<p><b>SEND Report</b></p> <p>The Headteacher report provided a summary of the number of pupils with EHCPs or who have been identified as having need of SEND support. Governors noted that the numbers were high. Currently there were 17 EHCPs (13.1%), with a further 27 pupil identified with SEND Support (20.8%). The numbers were distributed across all year groups although there was higher needs in Yr 1 and Yr2. Governors were advised that the number of EHCP was likely to rise as the school was awaiting further EHCP approvals. Governors <b>challenged</b> whether there was appropriate support available within the school to manage the numbers. The HT confirmed that a SEND audit had been undertaken by the Trust to assist the school in understanding and to develop appropriate interventions and to supplement this additional support days had been requested through the Rise Advisor.</p>	
<b>PERSONAL DEVELOPMENT AND WELFARE</b>		
10.	<p><b>Attendance</b></p> <p>Overall attendance for 2024–25 was 91.6% (national 94.8%). Governors had previously been provided with explanations of individual cases that had significant impacts on the overall rate. The Headteacher’s report also provided a more detailed breakdown of attendance rates by pupil characteristics. Governors <b>noted</b> that there were early signs of improvement in 2025–26 (2.5% increase). Governors <b>endorsed</b> that actions contained within the SIP to support improved attendance in 2025-26.</p>	
11.	<p><b>Rewards and Behaviour</b></p>	

ITEM NO.		ACTION
	<p>Behaviour across the school was described as good, with positive feedback from the Rise Advisor. Staff follow the Behaviour and Relationships Policy, which includes clear definitions and procedures for managing incidents.</p> <p>Governors noted that for the summer half-term (2) in 4/25</p> <ul style="list-style-type: none"> <li>• 6 suspensions were issued.</li> <li>• 8.5 days lost due to these suspensions.</li> <li>• 1 permanent exclusion was issued but later rescinded after specialist provision was secured for the pupil.</li> </ul> <p>Student Leadership and Positive Behaviour Initiatives</p> <p>A new student leadership programme was launched to promote responsibility and engagement:</p> <ul style="list-style-type: none"> <li>• House Captains appointed (2 per house).</li> <li>• Anti-Bullying Ambassadors selected and scheduled for Diana Award training in October.</li> <li>• Six student leadership groups introduced: <ul style="list-style-type: none"> <li>○ Leaders of Community</li> <li>○ Leaders of Sustainability</li> <li>○ Leaders of Technology &amp; Innovation</li> <li>○ Leaders of Mental Health &amp; Wellbeing</li> <li>○ Leaders of Rights</li> </ul> </li> <li>• Each group will meet half-termly to develop action plans and contribute to school improvement.</li> </ul>	
	<p><b>Safeguarding</b></p> <p>The HT report noted the following</p> <ul style="list-style-type: none"> <li>• All staff received Safeguarding update training</li> <li>• Staff have read updated safeguarding documents</li> <li>• Emma Hooley has completed a safeguarding compliance check</li> <li>• Weekly synergy meetings</li> </ul> <p>Governors <b>questioned</b> whether the costs of the visits were prohibitive or stopped pupil engagement. This did not appear to be the case, although the HT was planning to review the costs of trips and educational visits (along with fundraising) as part of a wider exercise so that this could be factored into the school's budget plans for 26/27. Governors <b>asked</b> what was the most significant issue relating to safeguarding, and whether this related to neglect? The HT confirmed that the most significant risk factor was the impact of domestic abuse arising through parental conflict.</p>	
12.	<p><b>Welfare and Wellbeing – Students</b></p> <p>The HT report noted the following activities to support pupil welfare and wellbeing</p> <ul style="list-style-type: none"> <li>• Arbor being used to track and monitor behaviour: achievement and behaviour points</li> <li>• New student leadership initiatives: house captains / anti-bullying ambassadors / all pupils are leaders</li> <li>• 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.</li> </ul>	

ITEM NO.		ACTION
	<ul style="list-style-type: none"> <li>• Sporting week at the end of this half term with a view to assisting improving attendance.</li> <li>• Y6 children going on a residential.</li> <li>• Planning a residential for Y3/4 pupils in the Spring term.</li> </ul>	
13.	<p><b>Welfare and Wellbeing – Staff</b></p> <p>The HT report noted the following activities to support staff welfare and wellbeing</p> <ul style="list-style-type: none"> <li>• Weekly synergy meetings for safeguarding team.</li> <li>• Deputy Head (GM) was covering the SENDCo role with additional Support in place from AB.</li> <li>• Staff can work from home during PPA.</li> <li>• Using Arbor to log meetings and phone call.</li> <li>• 0.5 day in summer inset for ‘wellbeing’.</li> <li>• PINS project- which provides training on neurodiversity</li> </ul>	
<b>LOCAL MATTERS &amp; STAKEHOLDER ENGAGEMENT</b>		
14.	<p><b>Policies</b></p> <p>Governors confirmed and approved the following policies</p> <ul style="list-style-type: none"> <li>• Attendance Policy</li> <li>• Child Protection and Safeguarding</li> <li>• SEND Policy</li> <li>• Relationships and Behaviour Policy for nursery</li> <li>• Minor amendments to Relationships and Behaviour Policy</li> <li>• Parent Conduct Policy</li> </ul>	
15.	<p><b>Governor Training Update</b></p> <p>Governors were reminded to upload details of any training undertaken onto Governorhub. The clerk highlighted that the Trust was planning an in-person termly training event on school performance data, which would be led by the trust education tam . Further details would follow in due course. Governors were also reminded that safeguarding and prevent raining should be update every two years.</p>	
16.	<p><b>Governor Biographies</b></p> <p>Governors noted that biographies had been added to the website. Those governors who had yet to provide their information were encourage to do this. The clerk would resend the link to capture the information. Governors agreed that this was a positive initiative to raise awareness of their role with parents and the community.</p>	
17.	<p><b>Stakeholder Engagement – Parents / Carers</b></p> <p>The HT’s report included details of events. The Head remains visible and approachable to parents , being present on a daily basis at the playground entrances.</p> <p>The HT has increased the frequency of communications to parents using the school’s Facebook pages to supplement the half termly newsletter. School wide parental meetings (“My Child Learning meetings”) led by the HT have seen increased engagement rates with around 50% of parents attending. Governors noted that they would continue to offer “meet the governor” sessions across the academic year as this provided a valuable source of feedback.</p> <p><b>Stakeholder Engagement – Wider Community</b></p>	

ITEM NO.		ACTION
	<p>Vale Juniors were now using the school facilities. Further work was still needed on the grass pitch.</p> <p>The chair had arranged to visit a high performing primary school based in Stockport to explore whether there is any transferable learning that could assist the LGB.</p>	
18.	<p><b>Communication – to Trust</b></p> <p>Governors highlighted the following items to be communicated to the Trust:</p> <ul style="list-style-type: none"> <li>• Positive KS2 pupil outcomes secured in relation to maths</li> <li>• The lack of a significant gap between PP and non-PP outcomes despite the high proportion of PP pupils within the school</li> <li>• The relatively low pupil number highlight the importance of context and looking at actual pupil number as well as percentages when considering pupil performance.</li> <li>• Positive progress being made in relation to improving attendance and in particular the value of using benchmarking data.</li> <li>• A request that in due course the Trust Education team provide LGBs with a briefing on the new Ofsted framework: <b>Action</b></li> </ul>	Trust Education team
19.	<p><b>Communication – from Trust</b></p> <p>The Trust has identified <b>writing</b> as a strategic improvement priority across all primary schools.</p>	
20.	<p><b>AOB</b></p> <p>There were no other items of business tabled for discussion during the meeting.</p>	

The meeting closed at 16:52.