Local Governing Board to The Learning Partnership

EGERTON PRIMARY SCHOOL LGB MINUTES-Part 1

Date: Wednesday 02 July 2025 at 5:00pm

Present:	**In attendance:**
Neil McKinlay (NM)-Chair Tom Hollingsbee (TH) Jayne Chapman (JC) Rebecca Lumsden (RL)-arrived at 5:25 pm Julie Brinnand (JB) George Hughes (GH)	Caroline Lowe (CL)-Headteacher Sue Pomeroy (SP)-Clerk

Apologies

Martin North (MN)

Absent:
Andy Martin (AM)

	Governance and Administration	**Action**
1.	**Welcome, Quorum, Apologies and Declarations** The Chair opened the meeting and confirmed that it was quorate. Apologies were received and accepted from Martin North. Andy Martin was not present at the meeting. There were no conflicts of interest declared with the business of the meeting. Unless otherwise stated, all papers referred to had been uploaded to Governor Hub prior to the meeting.	
2.	**Minutes of the previous meeting** a) The Part One and Part Two Minutes of the Egerton LGB meeting held on 23rd April 2025 were accepted as an accurate record and would be uploaded to Governor Hub and marked as signed. b) Matters Arising Governors reviewed and updated the action log. The following item was discussed:	
3.	• The EYFS framework is being revised for September 2025, so it was suggested moving the audit of the EYFS Policy to the Autumn term 2025. It was confirmed that all other actions had been met and closed or would be addressed on this agenda. **Membership Update** • There are no terms of office due to expire before the next meeting. • There is one vacancy on the board. The skills audit had revealed any gaps. Governors discussed recruiting a new governor to increase diversity on the board.	

	Strategic Direction and Progress Against Priorities	
4.	**a) Update on SIP Priorities 2024-25** The Headteacher provided an update: • **Priority 1-Enhance the Quality of Teaching and Learning through Adaptive Teaching Strategies** ➢ This had been the first year of focussing on this priority. It is a Trust-wide focus and would be carried forward to 2025-26. ➢ The Trust Director of Primary (LH) had visited school and observed adaptive teaching across a range of subjects. The approach now needs to be disseminated across a wider range of subjects such as Music and DT. **Governors asked** whether significant changs to teaching are required. CL responded that major changes are not required. Previously staff would have differentiated before or after a lesson. Adaptive teaching involves making adaptations during a lesson. Some staff are doing this naturally and others need to develop the confidence to do this. It is more a matter of embedding and refining rather than making major changes. **Governors also queried** whether this would help teachers to deal with not having as many teaching assistants in classes. CL explained that this would help as it gives teachers freedom to make adaptations during the lesson. However, there are times when a teaching assistant is needed in the classroom. • **Priority 2-Strengthen Curriculum Progression and Assessment across all Subjects.** ➢ This is the Ofsted priority. End point assessments are now fully embedded, and it has had a strong impact on children's knowledge retention. ➢ This priority will not be on the SDP next year, but a review will be carried out at the ned of 2025-26 to assess how the project has evolved. ➢ Quizzes are used with the children and passed to the next teacher to be used prior to teaching the next unit. **Governors asked** whether this priority was being removed from the SDP for 2025-26 as it had been successful. CL responded that this was the case. A significant amount of work had been carried out over the past two years, and it is now fully embedded. LH had been impressed with the work in children's books and other schools in the Trust have been invited to observe the good practice. • **Priority 3- Maintain and Improve Pupil Outcomes in Writing.** ➢ This is a focus across the Trust and a national issue. ➢ It is very difficult to achieve Greater Depth. ➢ Writing will remain on the SDP, with a focus on spelling. The school is trialling the "Pathways to Spell" programme. • **Priority 4-Embed Nursery into Whole School Policies and Strengthen Early Years Provision.** ➢ This will remain on the SDP as it is a significant project and there has been more work than initially expected to embed and align the Nursery with the main school. ➢ Improvements have been made to introduce fixed sessions for Maths, phonics etc to ensure children receive consistency of provision. ➢ The school is actively promoting the Nursery as pupil numbers need to increase. There are now 18 on roll with 12.5 full time places taken.	

	➢ GLD is down from 88% last year to 77% in 2024-25. The school has considered the reasons for the decrease, and it is cohort specific. The number of pupils with Pupil premium funding has increased from 2 to 6 in this cohort. Also, one child who would have achieved GLD left the school in May, and another joined who was not at GLD. **Governors expressed concern** over whether budgetary pressures would mean that interventions could not be provided for this group of pupils. CL informed them that a full-time teaching assistant would be placed with the Year 1 class and interventions would be carried out in the afternoons. They would be taught Reception phonics and receive keep up/catch up sessions. **b) Priorities for 2025-26** Slide 4 of the Headteachers presentation detailed the priorities for 2025-26. • **Priority 1:** Continue to enhance the Quality of Teaching and Learning through Adaptive teaching Strategies • **Priority 2:** To improve the quality of spelling across the school • **Priority 3:** Continue to embed Nursery into while-school polices and strengthen Early years provision and increase the number of 2- and 3-year-olds. **Governors queried** why there were only three priorities for 2025-26. CL explained that each one involved a significant amount of work, and they are substantial projects. Work would continue to embed and enhance other areas.	
	Education	
5.	**Pupil Numbers** CL spoke to slides 5 and 6 on admissions and pupil numbers and highlighted where pupils had left the school and others had joined. She emphasised the importance to the budget of the school being full. The reception class is full for September 2025, and three other children have visited school looking for a place.	
6.	**Attendance** **Slide 7:** Attendance stands at 94.3%. It has fallen this term and is below both the national and local authority level. This is largely due to families taking holidays in term time. There is also an impact from two pupils being on part-time timetables. **Governors queried** whether the school issues fines for holidays taken in term time. CL clarified that the school makes a judgement call on this.	
7.	**Rewards and Behaviour** **Slide 8:** There had been no suspensions in the summer term. The school has acted on advice from external agencies on managing the behaviour of two pupils with SEND who had previously received suspensions. They are offered different activities and reduced demands are made on them. This is working well to manage behaviour but is having an adverse impact on their learning. One bullying incident was investigated and was found to be unkind behaviour rather than bullying over a sustained period. The school will monitor the situation**.**	
8.	**Link Governor Monitoring** **SIP Priority 2 GH 27.06.25** GH highlighted the following from the report: • This visit had focussed on subjects where it is more difficult to set end point assessments such as Art and Music. End point assessments are now in place for foundation subjects. • GH shared an example of end point assessments.	

	• The DHT has led the implementation of this priority very effectively. She is now producing a series of posters highlighting the key skills required in each subject. • Pupils were enthusiastic and knowledgeable whilst talking about their learning. They were proud of their workbooks. • Concern was raised over whether cost control measures would mean that the school would have to cut back on resources such as IT programmes. CL explained that the school has reviewed subscriptions and has been able to replace some expensive resources with more cost-effective ones. **SIP Priority 4: TH, MN 16.06.25** TH highlighted the following from the report: • The EYFS lead is doing a very good job in leading the phase and making the required changes. • More structure has been introduced in Nursery to provide fixed sessions for Maths, phonics etc. • Two open mornings are being held to promote Nursery, and banners are being displayed in the local area. **Safeguarding: Verbal Update on monitoring visit NM, RL** • NM and RL had met the Year 6 Health and Safety team and had a tour of the school. • The pupils are carrying out a survey on school rules to help draw up new ones.	
	Welfare	
9.	**Safeguarding Update** Slide 11: • Phase 1 of the fencing project has been completed. Phase 2 will be completed at the earliest opportunity as a pupil climbed over the fence at lunchtime. Phase 3 has never presented as an issue previously, but it does need to be taller. • The S175 audit has been completed and will be submitted to Cheshire East. All areas are fully effective, supported by a wealth of evidence in each area. • An Early Help referral has been made for one child.	
10	**Welfare and Wellbeing-Students** Slide 12: SEN details provided. Governors asked whether children registered at First Concerns will progress to having an EHCP. CL informed that this is not always the case. Children are at First Concerns for one term. Reviews then take place, and children will either be removed if they have made progress or move to SEN support.	
11.	**Welfare and Wellbeing-Staff** Governors noted slide 13 on staff welfare and wellbeing.	
	Local Matters and Stakeholder Engagement	
12.	**a) Local Policy Approval** Governors approved the following polices: • Behaviour • Equality Objectives CL explained that the Behaviour Policy has not changed. The pupils are involved in drawing up new rules for inside and outside and these would be launched in the autumn term 2205. CL will add them into the policy. **Governors noted** that they have responsibilities to monitor the implementation of the policy, and it was suggested	

	that an audit of the Behaviour Policy be built into the governor monitoring programme for 2025-26. A monitoring visit on equality would also be carried out. • Data Protection Privacy Notice This is a Trust document and can be accessed through the TLP website.	
13	**Governor training Update** The clerk confirmed that all governors had completed the mandatory training on Safeguarding and Prevent. Three governors had completed the NGA suspensions and exclusions training.	
14.	**Stakeholder engagement-Parents/Carers** Governors noted the range of activities on slide 14. CL informed governors that Careers Week had been very good and had served to raise aspirations. Governors would be invited to attend next time.	
15.	**Stakeholder Engagement-Wider Community** **Kenya School Links** NM reported that he and JC had met with Mark Webb from Multiflex who has been visiting the Kenya school since 2006. He believes that maintaining the link is beneficial for both schools. Ideas for fundraising was discussed as around £4-5k would be required each year to maintain the exchange visits. Mark Webb is happy to produce a sales document and bring it back to a further meeting with NM and JC on 07.07.25. The school would need to consider how to sustain the relationship if the necessary funds cannot be raised to support the annual visits.	
16.	**Communication-to Trust** Governors would like to highlight the following to the Trust: • Ongoing concern around budgetary pressures and the impact on resources to support curriculum delivery and on the number of teaching assistants to deliver interventions. • How to maximise income from lettings and from Wrap Around Care. • Governors recognise the need to adhere to the budget and to build reserves.	
17.	**Communication-from Trust** a) Feedback from Governance Conference Saturday 14th June 2025 AH has uploaded feedback from the conference to Governor Hub. b) Annual Skills Audit The skills audit was available on Governor Hub. There were no red areas overall. Some low scoring areas are mainly due to some governors being new in post.	
18.	**AOB** **Progress and attainment data:** CL tabled teacher assessment data for 2024-25. Governors would review the data and raise any questions at the first meeting of the LGB in the autumn term 2025. **ACTION** • 100% had passed the phonics screening test (one child was disapplied due to her SEND needs.) LH has requested that the school work with another in the Trust to share good practice to help increase their phonics scores. • MTC: 33% passed with full marks. 43% were in the bracket of 21-25/25. **Governors asked** whether the school had any concerns over the data. CL clarified that the Year 3 and Year 4 cohorts are of concern but that a lot of support had been put in place. A very experienced teacher will be in Year 5 to fill any gaps and Year 4 will retain the same two teaching assistants. **Trips/Events**	

	Slide 15: CL highlighted the large number of trips and events which had enhanced the children's learning experiences.	
	Dates and times of LGB meetings 2025-26 Proposed dates: Tuesday 23rd September 2025 Tuesday 20th January 2026 Tuesday 19th May 2026 Tuesday 30th June 2025 All meetings to take place in school at 5:00pm. The clerk explained that the dates had been set to align with the education calendar and Trust Board meetings. She would confirm the dates, issue calendar invites and add them to the calendar on Governor Hub. **ACTION**	

There were no part two items for discussion at this meeting.
The meeting closed at 6:30 pm

Summary of action Points:

From the meeting held on 23.10.25

Agenda item	Action	Assigned to	Deadline
14a)	To organise a governor audit against the First Aid Policy and EYFS Policy.	NM	Spring term 2025-c/f to summer term 2025. C/f to autumn term 2025
From the meeting held on 23.04.25			
17	To organise governors to administer questionnaires for parents at parents evening.	NM	Autumn term 2025
From the meeting held on 02.07.25			
8	To draw up a governor monitoring schedule for 2025-26 to include audits of the following policies: First Aid, EYFS, Eating Policy, Sleeping Policy, Behaviour Policy, Equality Objectives	NM	Autumn term 2025
18	Governors to prepare questions on the internal pupil assessment data for the first LGB meeting in autumn 2025.	All governors	Autumn term 2025
	To confirm LGB meeting dates for 2025-25, issue calendar invites and add them to the calendar on Governor Hub.	Clerk	July 2025