

**MINUTES OF A MEETING OF THE  
LOCAL GOVERNING BOARD (LGB)  
OF BLACK FIRS PRIMARY SCHOOL**

**Date: Tuesday 18<sup>th</sup> June 2024 at 4:30pm in person at Black Firs Primary School**

Governors in Attendance:	Paul Horrocks	(PHo)	Chair of Governors	
	Shazma Mahmood-Shakur	(SM-S)	Co-Vice Chair	
	Emma Perriman-Rabone	(EP-R)	Co-Vice Chair	
	Robert Sigley	(RS)	Appointed Governor	
	Paul Hanks	(PHa)	Appointed Governor (joined the meeting at 4:59pm)	
	Rachel Cam	(RC)	Appointed Governor	
	Kathryn Fowler	(KF)	Parent Governor	
	Others in Attendance:	Anna Jones	(AJ)	Headteacher
		Jonathan Barlow-Bailey	(JB)	Observer, Incoming Parent Governor (joined the meeting at 5:23pm)
		Adam Millington	(AM)	Staff Observer
	Anna Baines	(AB)	School Business Manager (left the meeting at 4:55pm)	
	Jen Harrison	(JH)	Deputy Headteacher	
	Jess Milne	(JM)	Staff Observer	
	Sarah Lomas		Clerk, TLP	
Apologies:	Josh Cammis	(JC)	Parent Governor	
	Allan Howells	(AH)	Director of Quality, TLP	

The meeting commenced at 4:40pm.

ITEM		ACTION
	<b>GOVERNANCE AND ADMINISTRATION</b>	
1.	<p><b>Welcome, Quoracy, Apologies and Declarations</b></p> <p>Governors were welcomed to the meeting and were informed that PHa and JB would be late to the meeting.</p> <p>The meeting was quorate.</p> <p>Apologies were received and accepted from JC.</p> <p>AB was introduced to the Board and welcomed to the school in her new position as School Business Manager (SBM). AB briefed governors on her professional background and confirmed that the aim of the new SBM role was to increase the time available to SLT to focus on curriculum items with the SBM taking over a number of school management tasks and financial items.</p> <p>Introductions were provided by all meeting attendees.</p> <p><b>AB left the meeting at 4:55pm.</b></p> <p>There were no declarations of interest made or conflicts of interest with the business of the meeting raised by governors.</p>	
2.	<b>Minutes of the last meeting and matters arising</b>	

	<p>The minutes from the previous meeting on 29.02.24 were confirmed as a true and accurate record of proceedings. Governors <b>approved</b> the minutes.</p> <p><b>ACTION:</b> Upload an electronic copy of the minutes and mark as signed on Governor Hub.</p> <p>The action log from the previous meeting was reviewed and the following items were noted:</p> <ul style="list-style-type: none"> <li>• Item 2: It was noted that the action relating to the link governor monitoring schedule would be discussed as part of this meeting.</li> <li>• Item 2: <b>ACTION:</b> Contact AH to follow up on obtaining a response from the Trust regarding issues around capital projects.</li> <li>• Item 2: <b>ACTION:</b> Follow up on the arrangement of a date to discuss governor training on roles and responsibilities for PHo and AH.</li> </ul>	<p>Clerk</p> <p>PHo</p> <p>PHo</p>
<b>STRATEGIC DIRECTION AND PROGRESS AGAINST PRIORITIES</b>		
<p><b>3.</b></p>	<p><b>Arrangements for the LGB</b></p> <p>a) The appointment of a new parent governor was confirmed as approved by the Trust as follows:</p> <p>i. Jonathan Barlow-Bailey has been appointed as a parent governor for a four-year term of office commencing from 01.09.24-31.08.28.</p> <p>Governors noted that PHa and RC are stepping down from their roles as appointed governors as of 31.08.24. RC was previously the link governor for SEND and this role has now been assigned to RS. There would be two appointed governor vacancies as of 31.08.24.</p> <p>In terms of recruitment, PHo has been in discussions with a potential candidate, Cheryl Glover (CG), who is a midwife at Macclesfield District General Hospital and leads on safeguarding and child protection. Governors <b>supported the appointment of CG and requested</b> details be forwarded to the Trust for approval as an appointed governor.</p> <p><b>ACTION:</b> Forward details of Cheryl Glover to Trust Governance Committee for consideration for the role of appointed governor.</p> <p>Governors acknowledged the one remaining appointed governor vacancy as of 01.09.24 and agreed that it would be important to use the skills audit results to direct recruitment and consider the needs of the school alongside this. Governors were also requested to approach any contacts they may have in the local community.</p> <p><b>Q: Are there any specific skill gaps that the Board needs to fill?</b></p> <p><b>A:</b> There are no specific areas as the Board has good coverage of skills in most areas. The question on the skills audit regarding Chairing is based around having chaired in an educational setting and the Chair experience has been raised as a concern, however, the experience with this role is developed in role and external experience of chairing outside the education sector is still very valuable. There are also additional training opportunities available in this area. In terms of remaining vacancies, it may be that a member of the local community with a vested interest in the success of the school would be suitable.</p> <p>b) Governors noted that PHo was stepping down as Chair of the LGB following this meeting but will remain in post as a governor. The appointment of Chair was raised for consideration, and it was confirmed that discussions have been underway for a period of time as part of succession planning for the role. Nominations for the role of Chair were requested. SM-S was nominated as Chair, no other nominations were received. The nomination for SM-S as Chair of the governing board was seconded and <b>SM-S was duly recommended for the role of Chair of the LGB for formal approval by the Trust Governance Committee.</b></p>	<p>Clerk</p>

	<p><b>ACTION:</b> Forward the details of SM-S to the Trust Governance Committee for formal approval.</p> <p>Governors noted that SM-S has already attended the Chairs' Forum meetings and is scheduled to attend the forthcoming forum in July.</p> <p>c) Nominations for the role of Vice Chair were requested. EP-R was nominated, no other nominations were received. Following a vote <b>EP-R was duly elected as Vice Chair of the Governing Board</b>. Governors considered the role of Co-Vice Chair which was previously held by SM-S and EP-R and requested that other governors consider the role and whether they would like to take this on alongside EP-R. This could then be considered at the next meeting.</p> <p><b>ACTION:</b> Add consideration of potential Co-Vice Chair role to the next LGB meeting agenda.</p>	Clerk
4.	<p><b>Self-evaluation – (SEF) latest position</b></p> <p>The school confirmed that the new school motto 'Become your own superhero' has been very successful and inspiring for pupils. Regular assemblies where pupils are able to nominate their peers for awards is also having a positive impact.</p> <p><b>Q: Is there a risk that some pupils will not receive nominations or awards?</b></p> <p><b>A:</b> The school maintains a record of all awards to ensure balance and fairness. Prizes for accomplishments are also monitored.</p> <p><b>PHa joined the meeting at 4:59pm.</b></p> <p>The school confirmed that all areas have continued to be rated as good.</p> <p><u>Quality of Education</u></p> <p>The area of literacy is under monitoring and there have been changes in expectations from the Trust along with changes in expectations for pupils from the school and these changes need to be embedded and monitored to assess impact.</p> <p><u>Behaviour and Attitudes</u></p> <p>There has been a significant amount of work undertaken by staff in this area including the new behaviour policy, team teach training, the wellbeing network and particularly the work undertaken to undertake social, emotional and mental health (SEMH) training to support pupils. All the work undertaken was evidenced in the previous quality assurance report that a strength of the school is the development of pupils and the ongoing work serves to further support this finding. Another strength previously identified was the development of leadership and management and there are a number of further changes that have taken place to further expand this development. These include the Headteacher and Assistant Headteacher leading across the school with other members of SLT working to improve the wider curriculum areas. This is enabling staff to address immediate need to ensure that curriculum leaders are confident in delivering their subjects. Governors noted that the next School Improvement visit by Mike Cladingbowl and the quality assurance and personal development review by Alison Hooper will take place on Monday 24<sup>th</sup> June. A focus of this visit will be the observation of RE and PSHE lessons.</p> <p><b>Governor Comment:</b> A positive element of the SEF is that justification for judgements are included within the feedback from external school improvement and Alison Hooper.</p>	Clerk
5.	<p><b>School Improvement Plan (SIP)</b></p> <p>a) Update on 2023-24 priorities</p>	

It was confirmed that the SIP priorities have been streamlined from 4 to 3. One of the key priorities that the Trust requested all schools include was reading. Writing has also been a significant focus this year alongside the design of the curriculum. Governors noted that a significant amount of work on the priority areas has already been undertaken in preparation for September.

Governors were informed that, following considerable due diligence, the school had taken the decision to purchase a new literacy scheme called Ready, Steady, Write which has been trialled in Years 2, 4 and 6. This decision was taken following potential difficulties identified in addressing phonics knowledge and the need to introduce high quality texts. Training for staff has been accessed and continues to be available as part of the scheme and the scheme is sympathetically written towards how staff teach at the school.

Changes to how reading is taught will not be undertaken until September or October. Currently, the way reading is taught in school is significantly different to how other schools within the Trust teach reading.

A review has also been undertaken on the current phonics scheme, Little Wandle, following issues identified with staffing. This scheme requires a high level of staffing due to the intensive interventions which is causing a challenge. The scheme is also delivered at a fast pace which means that any pupils who may struggle to keep up are then required to undertake same day interventions which need to be staffed. Following the review, an alternative scheme, Ready, Steady, Phonics has been sourced and the school has provided twilight training sessions this scheme for staff. This scheme will allow more focus on segmenting and blending and allow dictation of sentences so that children can see the implications on their writing. The school acknowledged the financial outlay on resources for the Little Wandle Scheme and confirmed that these will be texts will be reviewed and reassigned to ensure that they remain utilised. Assessment for the new scheme is also more streamlined which will benefit staff and is also less resource based which will save time.

**Q: If the school has taken the decision to move away from English being linked to Topic work, what is planned for foundation subjects?**

**A:** Children are still able to move in groups in these subjects and this has given the school the chance to review how subjects are planned to ensure pupils have enough time to complete the objectives. There are a range of schemes in place for foundation subjects but staff maintain autonomy to enable them to be creative with how subjects are delivered.

**Q: Will the curriculum remain themed?**

**A:** Yes, the themes will originate from History or Geography and art and DT will be linked into the chosen theme. Science will be linked into theme work where possible. Computing will be a standalone subject as will RE.

**Q: Will this change have an impact on the use of study books?**

**A:** Yes, in order to create the time needed to deliver the subjects the study books will be reduced to one study book per year. The school recognise how important the study books are to pupils.

The Trust have asked schools to separate their reading and writing curriculum leads to ensure even focus on both areas. One of the target areas for reading and writing is comprehension

	<p>skills. Facilities are in place to provide accurate assessment of pupils progress and current level to identify gaps. There are instances where pupils are strong readers but do not have the speed to read and answer questions within a written comprehension task. Jess Milne will be the writing lead from September and Pete Woods will be the new reading lead. These staffing changes have occurred late in the term and due to the changes at Trust level, it was identified that the reading lead required SLT experience with whole school oversight.</p> <p><b>Q: Is protected time provided for curriculum leads?</b>  <b>A:</b> Yes. This was introduced this year and will be delivered on a rolling programme going forward.</p> <p>Priority 3 – High Expectations for Safeguarding  This area has been a significant focus and SM-S has provided the school with a high level of support and challenge in this area. The S.175 safeguarding audit is underway and will be completed in line with the 08.07.24 deadline. Prevent training for all staff is currently being undertaken and will be maintained in line with the required cycles going forward. The school emphasised the importance of online safety and the vulnerabilities of pupils with additional needs. An annual online safety subscription has been purchased which will commence in September.</p> <p><i>JB-B joined the meeting at 5:23pm.</i></p>	
	<p><b>Education</b></p>	
<p>6.</p>	<p><b>Admissions and Pupil Numbers</b>  The school had an increase in requests for pupils with EHCPs which remains a challenge for schools. The Local Authority (LA) is struggling financially which is placing increased pressure on mainstream schools to take on pupils with increased needs.</p> <p><b>Q: How many EHCPs will there be in Reception in September?</b>  <b>A:</b> There will be two EHCPs in Reception and there are three appeals currently underway for places. The school have informed the LA that given the PAN, the school cannot meet the need of these pupils. The difficulty is that the pupils attended preschool at Black Firs but are not in the catchment are so therefore did not get offered a place in Reception because the school is oversubscribed.</p> <p>Governors questioned the capacity issues facing local schools and the narrative that all schools are full which is not the case. Only Buglawton and Black Firs are oversubscribed and there is a declining birth rate at present. However, given the current position of oversubscription, the topic of expansion of the preschool was raised for discussion.</p> <p>The school responded that the expansion plans for preschool were currently on hold. There are two major housing developments to be completed however, the LA are very keen for the school to expand. A feasibility study was undertaken to estimate the cost of reconfiguration with an estimate of £220,000 provided for completion of the works. Governors noted that whilst it was positive that expansion for the school was supported, given there is capacity at other local schools, it is paramount to ensure that any building work and expansion is sustainable in the long term. Schools are being encouraged to expand nursery provision to include two year old children however, the provision is currently too busy to provide this offer and any expansion would require preschool to move out of the current early years building.</p>	

**Q: If the school considers alternative reconfigurations to accommodate this offer, would the school still have the free flow two year rolling programme?**

**A:** Yes, this will be retained but the school will trial teaching English and maths separately. Trial classes have been undertaken this year which have been successful, and governors would be updated on further progress when information is available.

**Q: what is the position with the increase in requests for EHCP's this year?**

**A:** All applications put forward by the school this year have been declined.

**Q: How is the spending of funding being communicated with parents to ensure they are aware of how their child's needs are being met?**

**A:** The majority of funding is currently used to fund teaching assistants however this needs to be more focused on interventions and careful consideration has to be given as to how funds will be spent going forward to meet children's needs. The school engages with families and is honest parents regarding funding and ultimately the school will support children regardless of the funding and all staff are capable and passionate. It is important to have conversations with parents from the outset and explain that quality first teaching is the initial starting point in terms of meeting children's needs. In terms of the local authority, they are encouraging SEND support plans to be in place rather than first concerns.

Where any diagnosis is received parents are encouraged to apply for EHCP's in readiness for high school and the funding is explained to parents. The change in funding from hours to banding should allow schools increased flexibility in terms of the provision in place to meet children's needs. It remains a financial challenge for schools to provide the first £6,000 of funding for any EHCP.

Governors issued there thanks to staff for going above and beyond for all pupils.

**Q: Is there a handover period of time between schools when pupils are approaching the transition point?**

**Q:** The local high school has visited a number of times to review EHCPs and gain an understanding of pupil's needs ahead of them joining. Historically, there have been issues whereby the high school has not acknowledged pupil's needs however, the recent changes in staffing have resulted in significant changes and improvements in the area of SEND.

**Q: Does the school feel that the process is being properly documented?**

**A:** The school are not in receipt of evidence following transition to high school however all relevant paperwork at the transition point is completed. The school have requested evidence from the high school and for future transitions will issue a cover sheet to be signed by the high school to ensure a paper trail of evidence and acknowledgement.

**Q: What happens to a child's educational records once they leave the school?**

**A:** All records transferred to the high school.

Governors **queried** whether information on students could be held by the Trust for a period of time. The school responded that they may encourage parents to request children's records so that they have a full copy of documentation. In terms of the Trust holding pupil records, this would have to be discussed but there is a concern that once these records have left the school

	<p>there is a vulnerability as to how they are stored and ensuring they are available should data be lost for any reason.</p> <p>The school confirmed that the high school has acknowledged previous issues with transition records and that it is a key focus to ensure the process runs smoothly this year.</p>	
<p>7.</p>	<p><b>Attendance</b></p> <p>Governors noted that attendance data is used to track persistent absence. More stringent guidelines are being introduced relating to attendance from September 2024. The school implements policy and process robustly and attendance letters have begun to be issued to parents. The school acknowledged that fines are not commonly issued. The letters issued have generated a number of meetings with families which have been useful to identify issues that children may be experiencing that are impacting on their attendance.</p> <p><b>Q: What is the situation where genuine illness is impacting attendance?</b>  <b>A:</b> Correspondence must still be issued and meetings held with families as required.</p> <p><b>Q: How does the school monitor chronic health conditions in terms of the impact on attendance?</b>  <b>A:</b> The school will meet with parents at least once a year to ensure that the school is able to manage and support children effectively. This area also links to first aid training for staff and all staff will have a paediatric first aid qualification for the next academic year. Where there is clear evidence of a chronic health condition the school would not proceed to issue any fines. The most significant issue relating to attendance is the impact from holidays taken during term time. The fines are due to increase from September from £60 to £80. A second offence will result in the fine doubling to £160 and a third offence would result in formal criminal prosecution by the local authority.</p> <p><b>Governor Comment:</b> It is unlikely that the increase in fines will have an impact on parents taking holidays during term time due to the savings made on a term time holiday outweighing the cost of a fine.</p> <p><b>Q: How have the changes in attendance rules been communicated to parents?</b>  <b>A:</b> The first information session for schools will take place on the 20.06.24 which staff will attend and a communication plan to parents will be agreed following this.</p> <p>Governors <b>emphasised</b> the importance of consistent parent communication. In terms of the attendance letters issued, this was communicated to parents in the school newsletter and following this letters were issued individual families. The main challenge arose in discovering that attendance letters had not been issued prior to AJ’s tenure so it has been paramount to manage this change carefully.</p> <p>Governors stressed the importance of managing the parent-school relationship and acknowledged the difficult impacts on the school adding that it will be important to communicate that the changes in attendance rules have come from the local authority.</p> <p>Governors noted the issue that social media poses where parents can express their views negatively using such platforms and the impact this can have on the school.</p>	

	Attendance currently stands at 94.5%.	
8.	<p><b>Behaviour</b></p> <p>Behaviour incidents were reported as follows.</p> <ul style="list-style-type: none"> <li>• 0 racist incidents. It was noted that the racist incidents previously recorded in Year 5 have been successfully addressed following intervention.</li> <li>• 0 exclusions.</li> <li>• 0 suspensions</li> </ul> <p>In terms of other behaviour incidents, it was reported that there have been some instances of biting within the pre-school which are being managed.</p> <p>Overall, a significant improvement in behaviour has been seen over the course of the year.</p> <p><b>Q: How have parents reacted to the biting incidents in pre-school?</b></p> <p><b>A:</b> Most parents have been very understanding but they have expressed concerns and this is being managed by staff who are working to engage with families.</p> <p>Governors congratulated the school on the low level of incidents and the ongoing work to provide a positive and nurturing environment for pupils.</p> <p><b>Q: In considering the potential increase in pupil numbers, are there any options to increase or improve the playground space?</b></p> <p><b>A:</b> A survey had been undertaken which concluded that the current space is adequate for pupil numbers. When the sports equipment was removed, this compromised space temporarily during the works. Sports Premium funds are restricted in terms of what they can be used for and can no longer be used to purchase trim trail equipment.</p> <p>Governors discussed the potential to replace the soft floor for the outdoor play equipment but were informed that quotes obtained were cost prohibitive. It was confirmed that the school would like to repurpose the old play area and pupils have requested a 'Zen zone' where they can play games and read for example. Governors suggested that parents be canvassed to form a working party to help clear the space. The school confirmed that a letter to parents had been drafted to request volunteers.</p> <p><b>Q: Has the school considered applying for a community grant from Tesco?</b></p> <p><b>A:</b> The school have previously applied but were unsuccessful. It is also important to note that the school would have to match the funding but it may be worthwhile applying again.</p> <p><b>ACTION:</b> RS to enquire about Tesco community grant funding.</p> <p>The fencing surrounding the school site was discussed and the school confirmed that consideration is being given to how this can be managed as the fencing is in a poor condition. Governors emphasised the importance of maintaining child safety and securing the site. The school confirmed that the Trust are investigating the fencing issues and a tree survey is required. A solution may be to install fences behind the trees to maintain neighbour relations.</p>	



9.	<p><b>Curriculum – Progress</b></p> <p>Governors noted that the end of year assessments for all pupils are currently underway. The school communicated that the Trust targets for progress and attainment have been difficult to meet and the school is realistic in accepting that all targets will not be met at this point in time. However, the key factor is to recognise the journey that the school is on and what targets will be set going forward. It is also paramount to involve staff in this journey of improvement.</p> <p>Governors were informed that standardised tests have been used for the first time this year as previously the school was the only one in the Trust not to use standardised tests. The next step in assessment changes is to standardise the tests used and the window of time in which they are undertaken.</p> <p><b>Q: Are other schools within the Trust using the same schemes of work?</b></p> <p><b>A:</b> No, there are limited schemes for English and Maths but not all schools are using the same at present. Power Maths is garnering higher attainment from pupils than White Rose which was previously used by many schools.</p> <p>It was clarified that Year 2 SATs are no longer mandatory but there remains guidance regarding the test window for Year 2 pupils but other schools within the Trust have not adhered to this and have left testing until later in the year. This additional time has allowed the school to provide additional interventions for pupils.</p> <p><b>Q: Does the Trust use data from other schools in the challenge meetings?</b></p> <p><b>A:</b> The Trust shares data internally for Year 2 and 6. Other Trusts rank schools. The networks between schools within the Trust for reading and writing are strengthening which is beneficial for all schools.</p> <p><b>Q: How have the changes introduced by the Trust impacted staff?</b></p> <p><b>A:</b> Initially, the school was keen to maintain the curriculum as it was for staff with minimal changes but gradually additional changes have had to be made. These changes have received a mixed reception from staff, but all staff have coped incredibly well.</p>	
10.	<p><b>Curriculum – Attainment</b></p> <p>The school is taking part in a two year writing project with other schools across the north west through Literacy Counts which will provide staff training for all year groups. This a very exciting project and will set assignments and provide accountability to the school. Staff will also be able to visit other schools to gain experience of alternative teaching methods and best practice.</p> <p>Targets</p> <p>A focus for next academic year is writing stamina and writing across the curriculum in terms of the standard of writing and presentation of handwriting.</p>	
11.	<p><b>Curriculum – Link Governor Monitoring (SEND, Art &amp; Design reports)</b></p> <p>Governors acknowledged receipt of the SEND and Art and Design link visit reports and governors were thanked for their contributions.</p>	
12.	<p><b>Sports Premium</b></p> <p>Governors had previously discussed the potential use of Sports Premium funds for the purchase of playground equipment under Item 8.</p>	
	<p><b>WELFARE</b></p>	
13.	<p><b>Safeguarding</b></p>	

Updates were provided as follows:

- The school is awaiting the planning permission for fencing at the front of site.
- A review of safeguarding in Out of School Club has been undertaken which has resulted in additional training for the manager and new deputy manager who will both be trained to L2 DSL status.
- In terms of caseload there is one new child in need case this half term.
- Overall case load data was outlined as:
  - 3 families: Child In Need
  - 2 families: New Early Help referrals being made
  - 2 TAFs open ( team around the family), working between ourselves and CHS.
  - 3 families being monitored following safeguarding referrals this term or during 2023-2024

**Governor Comment:** The income from after school club is very valuable and not having a holiday club will impact this income.

The school confirmed that the holiday club is run by an external provider, Bee Active. A school run holiday club is a possibility but this has not been explored.

Governors **suggested** that the new SBM could explore this from a financial perspective and highlighted that the additional investment in staff could be worthwhile.

**ACTION:** Assess the viability of a school run holiday club.

The school countered that holiday clubs have been run by the school in the past and they are often very popular and successful, but it is not feasible for school staff to run this provision.

**Governor Comment:** Some staff may welcome the opportunity for additional income and many families have communicated their dissatisfaction with Bee Active and the poor communication from them.

**Q: In terms of other income, what is the position with Cheshire East catering?**

**A:** Catering is managed internally and was previously a significant generator of funds and brought in up to £30,000 per year but this has been impacted by rising costs and the school now subsidises catering by £18,000 per term for meals. The school are working to source a new catering contractor who will take on the provision going forward. The Local Authority catering service will cease next year and prices are increasing significantly from September.

Schools who are linked to the Local Authority are going out to tender and the school is linking into this to ascertain if there are areas of savings or if an alternative provider can be found.

Governors **queried** whether local business could be approached to support catering. The school explained that the main issue is that the equipment is not in place to achieve lower meal prices. Significant investment would be needed to upgrade the kitchen equipment, the majority of which is reaching the end of working life. More due diligence is needed to understand what a new provider would be willing to undertake.

**Governor Comment:** It will be important to ensure that staff are protected during any changes to provision.

	<p>The school confirmed that midday assistants would not be impacted, and kitchen staff would be TUPE'd over. However it would be important to understand the terms and conditions and any limits on changes to contracts.</p> <p><b>Q: Is there a timeline for any changes?</b>  <b>A:</b> September would be the ideal time to introduce new provision, but it is more likely to be January 2025.</p> <p>Free school meals also needed to be considered as this can be some pupils only hot meal of the day. The funding for FSM is £2.54 per pupil which is less than the cost of a meal.</p> <p>Governors noted that there is one catering staff vacancy at present which is being recruited on a smaller contract to generate a small saving.</p>	
<p><b>14.</b></p>	<p><b>Welfare and Wellbeing – Students</b>  A focus on early intervention will continue for 2024-2025 which will include speech and language support, play therapy, family support and the use of an ELSA practitioner through Congleton Education Community Partnership (CECP)</p> <p>The CECP provides many opportunities and areas of strength for the school which Local Authority schools are losing. The membership cost of £4,500 is far outweighed by the level of support received.</p> <p>The school is preparing to support three new pupils with EHCPs in September 2024. One pupil in Pre-School who is blind, one pupil in Reception with autism and speech and language delay and one pupil in Year 1 with Autism and speech and language delay.</p> <p>Interviews for additional support staff have been undertaken and staff have been appointed to start in September.</p> <p><b>Q: Do parents understand the additional cost to the school for pupils with additional needs?</b>  <b>A:</b> The school have discussed the potential to invite parents into school to view the offer available and to explain what quality first teaching is. The school has to produce a report detailing this information and the website can be used to communicate this to parents.</p> <p>In terms of the additional needs of pupils joining in September, the pupils are welcoming this and staff should be commended for how this has been approached and explained to pupils.</p> <p><b>Governor Comment:</b> Improved communication with parents may result in improved relationships and volunteer roles for parents.</p> <p><b>Q: Are there significant adaptations required to the building to meet the pupil's needs?</b>  <b>A:</b> An accessibility audit will be undertaken to determine this.</p> <p>Governors commended the school for their openness and inclusivity for all pupils and noted the positive nature of pupils who do not see disabilities or differences but welcome everyone.</p>	
<p><b>15.</b></p>	<p><b>Welfare and Wellbeing – Staff</b>  The staff wellbeing audit has been completed and the results will be shared once received.</p>	



	<p><b>ACTION:</b> Enquire about the circulation of the staff wellbeing survey results.</p> <p><b>ACTION:</b> Contact the Trust to discuss issues around capital projects.</p> <p><b>ACTION:</b> Communicate the recommendation of approval of SM-S as Chair of the LGB.</p>	
<b>22.</b>	<p>I - Communication – from Trust</p> <p>Kate Baddeley has been appointed as Director of Education for the Trust.</p>	
<b>23.</b>	<p>AOB</p> <p>Health and safety</p> <p>Fencing, hall roof and windows replacement work will be undertaken over the summer holidays. All roofs on site have been condemned and an estimate cost of £450,000 - £600,000 for replacement has been provided. These works will be undertaken via a staged programme and the work will be funded by the Trust.</p> <p><b>Q: What disruption will there be from these works?</b></p> <p><b>A:</b> Works will be planned in periods that staff and pupils are not present in the areas being worked on.</p> <p>The school need to undertake a cost benefit analysis of the solar panels to ascertain whether it is worthwhile to retain these. Governors suggested following the cost benefit analysis that there may be potential to recycle them if it is not financially viable to retain.</p> <p>Governors thanked RC and PHa for their service to the school over the course of their tenure and particularly their support and challenge during difficult times.</p>	

The meeting closed at 6:54pm.

Item No.	Action	Owner	Due Date	Status
<b>2</b>	Upload an electronic copy of the minutes and mark as signed on Governor Hub.	Clerk	July 2024	Complete
<b>2</b>	Contact AH to follow up on obtaining a response from the Trust regarding issues around capital projects.	PHo	Sept 2024	
<b>2</b>	Follow up on the arrangement of a date to discuss governor training on roles and responsibilities for PHo and AH.	PHo	Sept 2024	
<b>3</b>	Forward details of Cheryl Glover to Trust Governance Committee for consideration for the role of appointed governor.	Clerk	Sept 2024	Complete – CG appointed from 01.09.24
<b>3</b>	Forward the details of SM-S to the Trust Governance Committee for formal approval as Chair.	Clerk	Sept 2024	Complete
<b>3</b>	Add consideration of potential Co-Vice Chair role to the next LGB agenda.	Clerk	Sept 2024	Complete – included under Item 5a)
<b>8</b>	RS to enquire about Tesco community grant funding.	RS	Oct 2024	
<b>15</b>	Enquire with the Trust when results from the staff wellbeing survey will be shared.	Clerk	Sept 2024	
<b>15</b>	Add consideration of the appointment of a mental health link governor to the next LGB agenda.	Clerk	Sept 2024	Complete – included under Item 5b)