

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

**Date: Thursday 20<sup>th</sup> June 2024 at 15:00 in person at Daven Primary School**

GOVERNORS IN ATTENDANCE:	Mark Hill (MH)	Chair of Governors
	Glen Williams (GW)	Appointed Governor
	David Whitewright (DW)	Appointed Governor (joined the meeting at 3:29pm)
OTHERS IN ATTENDANCE:	Jenny Gosling (JG)	Headteacher
	Allan Howells (AH)	Director of Quality, TLP
	Sarah Lomas (SL)	Clerk, TLP
APOLOGIES:	Rob Moreton (RM)	Appointed Governor
ABSENT:	Kate Spicer (KS)	Parent Governor

**PART ONE – NON-CONFIDENTIAL BUSINESS**

The meeting commenced at 3:08pm.

ITEM		ACTION
	<b>GOVERNANCE AND ADMINISTRATION</b>	
1.	<b>Welcome</b> Governors were welcomed to the meeting.	
2.	<b>Quoracy, Apologies and Declarations</b> The meeting was not quorate, but it was agreed that the meeting would continue as planned in order to allow discussions to take place and to provide a record of minutes.  Apologies were received and accepted from the following governors: <ul style="list-style-type: none"> <li>• RM</li> </ul> KS was not present, and no apologies were received. <b>NB: The meeting was quorate from 3:29pm when DW joined the meeting.</b>  There were no declarations of interest made and no anticipated conflicts of interest with the business of the meeting raised by governors.	
3.	<b>Minutes and Matters Arising</b> As the meeting was not quorate, it was agreed that the minutes from the previous meeting on 30.04.24 would be circulated for approval. MH and GW confirmed their acceptance of the minutes. <b>ACTION:</b> Circulate the minutes from the previous meeting to absent governors for approval. <b>ACTION:</b> Mark minutes as signed on Governor Hub following acceptance from governors.  a. Library Update – MH confirmed that he had visited Congleton Library and discussed with library staff the potential for the school to visit the library. There are challenges around issuing a school library membership as the school would be responsible for replacing any missing books however it was important not to disadvantage pupils. The Library confirmed that if the school schedules a visit, that individual accounts can be set up for pupils. The school	<b>Clerk Clerk</b>

ITEM		ACTION
	<p>confirmed that Library visits have now been scheduled with Year 2 in autumn term, Year 1 in spring term and Reception in summer term.</p> <p><b>Q: Should the school target the new Reception cohort with the first visit in the autumn term?</b></p> <p><b>A:</b> The Reception visit has been planned for the summer given the identified challenges with the incoming cohort and a high number of EHCPs and behaviour issues.</p> <p><b>Q: Could the library visit the school in addition to the school trips?</b></p> <p><b>A:</b> This has been suggested to the library, but they have not agreed to this as yet.</p> <p><b>Governor Comment:</b> School visits are in the Library's interest to generate increased membership given the number of libraries closing in the locality and the challenges the Local Authority are currently facing.</p> <p><b>ACTION:</b> MH to contact the library again to discuss the potential of the library visiting the school.</p> <p><b>Governor Comment:</b> Even if pupils do not sign up to the membership, the library could deliver Rhymetime or Storytime sessions which would be particularly beneficial to the new Reception cohort.</p>	MH
<b>STRATEGIC DIRECTION AND PROGRESS AGAINST PRIORITIES</b>		
4.	<p><b>School Improvement</b></p> <p>a. SIP Priorities – An update on the rating against SIP priorities was circulated to governors prior to the meeting for review. The school confirmed that all areas have been rated in line with Ofsted judgements.</p> <p><u>Priority 1 (To continue to implement a high-quality curriculum that caters for all learners and to ensure teaching and learning strategies are consistently implemented)</u></p> <p>This priority has been RAG rated yellow due to inconsistencies in the application of strategies although improvements are now being seen in this area.</p> <p><u>Priority 2 (To ensure and promote high levels of progress in early reading and reading attainment throughout the school and to ensure reading data in EYFS and KS2 is in line with national early reading)</u></p> <p>The phonics screening check has been completed and data will be shared with governors once received. The school confirmed that the pass grade has not been confirmed however, both EYFS and KS2 data is in line with national expectations currently. The school outlined the difficulties with the phonics screening check where pupils have joined the school at a low level of development particularly with speech and language. There is more opportunity to reach national expectations with KS2 pupils where they have been at the school since Reception as there is time to develop progress and attainment but there is limited time with younger pupils to meet the good levels of development expected. The school are reviewing the interventions in place for EYFS pupils. Governors noted that the cohort is potentially on track to meet national expectations for reading but not for the overall good level of development.</p>	

ITEM		ACTION
	<p><b>Q: Does the school envisage these issues with EYFS pupils changing relatively quickly given the issues identified with the new Reception cohort?</b>  <b>A:</b> Not with the new cohort. The school have met with the Local Authority regarding a number of pupils who have not got an EHCP in place but do have significant need and applied for a school place through general admissions. Because of this application route, the school are obliged to offer places to these pupils. 9 out of the 24 pupils with confirmed places have significant need. The Local Authority informed the school that they will have to prove why the school cannot meet need once the pupils have joined. The school are adapting the classroom to cater for new pupils.</p> <p><b>Q: Does a child have to wait until they are enrolled at primary school to apply for an EHCP?</b>  <b>A:</b> No, nursery settings can apply but in some of these cases, the evidence packs were not submitted to the LA for review in line with timescales. Nationally, 4.6% of cohorts have special needs but in the new Reception class, this will be 33%. The school continue to reflect on what can be done to support children as an inclusive school, but it is also important to be realistic in terms of the ability of the school to deliver progress for pupils with such challenges. This will improve as pupils move through the school but one year is not sufficient to meet national expectations in some cases.</p> <p>It was highlighted that governors need to understand that recognising targets does not reflect a lack of ambition from the school but is about recognising the needs of pupils. The school will always provide honest data and predictions about pupils.</p> <p><b>Q: What proportion of the Year 6 cohort have been present for all seven years and can the school monitor the progress of those pupils who joined in Reception separately from in-year admissions? It is important to see the overall picture but the ability to separate groups may show added value and also illustrates the journey for pupils.</b>  <b>A:</b> If pupils with additional needs are present throughout, the school can demonstrate the value and impact of interventions through progress over time. The time the school has available to meet need is paramount.</p> <p><b>Q: When children join as in-year admissions, are they assessed when they arrive?</b>  <b>A:</b> No, they will have a baseline assessment from Reception from the school in which they started. If the pupils arrive in another year group, they will have this data and will also undertake assessments in line with school assessment timetables. It is also important to recognise the time available for staff as to undertake a baseline assessment for all new pupils would be unmanageable. The school are also sent records from the previous schools but the timeliness of this varies.</p> <p><b>Q: How long does it take to get these records?</b>  <b>A:</b> Normally on the first day in which a child joins in terms of safeguarding records but other records can vary. Medical needs for pupils for example can have serious implications in terms of management within school and whilst a child cannot be refused a place on the grounds of medical need, staff may require specific training before a child with medical needs can join the school.</p> <p><b>Q: Going forward, the tracking of pupils could be further developed, how can the school aim to improve progress on day one for a cohort with additional needs?</b></p>	

ITEM		ACTION
	<p><b>A:</b> Having a school-run nursery on site would help significantly and this forms part of the case put forward to implement this provision. JG also visits Stepping Stones pre-school provision fortnightly to meet and observe pupils to understand their needs. If a school-run nursery provision was on site, the school would be able to support pupils from the age of two.</p> <p><b>Q: What is the current process for external applications?</b></p> <p><b>A:</b> The school undertake visits with children in their nursery setting or at home if they do not attend a nursery and then two transition visits take place. Due to the needs of the incoming cohort, the September transition has been staggered with the high needs pupils split into two groups with other children.</p> <p><b>Q: Is it a national picture that Reception pupils are beginning their education with increased needs?</b></p> <p><b>A:</b> The LA SEND department is in a dire situation at present and the Trust are aware of this and have committed additional Trust staff to support the school with the transition of pupils and additional pupil visits are being undertaken.</p> <p><b>Governor Comment:</b> The more successes the school experience in supporting pupils, these will be recognised by Ofsted and will illustrate the journey of improvement. Some schools are not as inclusive or supportive of pupils with additional needs.</p> <p><u>Priority 3 (To ensure consistently high expectations for all learners' behaviour and conduct throughout the school, resulting in positive attitudes to learning and school life)</u></p> <p>This priority has been RAG rated green.</p> <p>b. Ofsted Action Plan – Progress against the four key judgements was discussed as follows: Behaviour and Attitudes, Personal Development and EYFS continue to be rated as good. Governors noted that a personal development review took place yesterday and the school are currently awaiting the report which will be shared with governors once received.</p> <p><b>ACTION:</b> Share the personal development review report with governors once received.</p> <p>It was highlighted that the school undertake pupil voice as part of the regular safeguarding reviews and historically, pupil voice has been weak but most recently pupil voice was strong which serves to demonstrate the positive progress with behaviour. The school confirmed that there are further improvements that the school wants to make to continue this positive momentum.</p> <p><b>Q: Does the school obtain pupil voice from different pupils during each review?</b></p> <p><b>A:</b> Yes. Different pupils are always selected to show a true representation. Most recently, two groups of children were selected from across all year groups and all age ranges were very positive in their observations and in communicating how they felt about school.</p> <p><u>Quality of Education</u></p> <p>This area has been rated as requires improvement mainly because all objectives identified have not yet been fully implemented. Teachers are presenting the subject matter clearly but there are still inconsistencies with systematic understanding and identifying misconceptions which the school are working with staff to improve.</p>	<p>JG</p>

ITEM		ACTION
	<p>The school has taken the decision in History and Geography to produce their own textbooks for these subjects which will be used from September 2024. The textbook was shown to governors during the meeting. The textbook provides talking mats to structure discussions on topics and there are clear opportunities for guided practice and knowledge checks throughout the various modules. The benefits of having a textbook in place were highlighted to governors including the significant reduction in workload and the textbooks have been positively received by staff. Alongside the development of the textbook, the school has focussed on the content of lessons and template lesson Powerpoint presentations have been developed for all year groups. Governors noted, that whilst this rigid structure may appear that all lessons are the same, it is important as a Requires Improvement school for clear systems to be in place to demonstrate that the specific areas of RI judgement are being addressed and teachers require guidance through templates in this area.</p> <p><b>Q: Do the textbooks/workbooks stay in school?</b>  <b>A:</b> Yes, until the end of the academic year and then the children take all their books home.</p> <p><b>Q: Does this action relate to what Ofsted highlighted relating to books etc?</b>  <b>A:</b> Not specifically, but the school highlighted the objectives of where the school are now and as a result of this assessment has actioned the textbooks to address gaps that remain in areas that staff need to continue to improve in relation to the quality of education.</p> <p><b>Governor Comment:</b> The textbooks will help to embed the knowledge for pupils rather than teachers simply talking at pupils.</p> <p>The school responded that the type of actions being taken are fundamental. Teachers are not lecturers, and it is essential that staff can identify misconceptions and address these quickly.</p> <p><b>Q: Is this a review of previous learning or does it provide additional learning to enable pupils to catch up?</b>  <b>A:</b> There are an increased number of 'I Do, We Do' sessions that take place until the pupils' knowledge is secure. This strategy has been successful in maths and is now being applied to other areas of the curriculum. It is common that some pupils will grasp concepts first time, but some will not and the structure of the new curriculum enables pupils to keep revisiting concepts until they have mastered them.</p> <p>Governors noted that there are presentations of knowledge included with every unit of work which enables pupils to showcase their knowledge within the textbooks. The textbooks also provide evidence for each pupil.</p> <p><b>Q: In terms of history, is this taught in chronological order?</b>  <b>A:</b> Yes. Prior to JG joining the school, the curriculum was limited which meant that there was not enough coverage of topics. The next step in improvements is to work with middle leaders to improve their skills in subject leadership. Governors were informed that the current improvements have been established by JG as she has expertise in this area from previous schools.</p> <p><b>Governor Comment:</b> This is really positive and allows pupils to how they are progressing through topics and undertake their own research at home with family support opportunities.</p>	

ITEM		ACTION
	<p><b>Governor Comment:</b> It is useful that the units are taught in order as teaching out of order can limit children’s ability to progress.</p> <p>The school explained that there will be Flash Back 4 opportunities in all lessons which also links to oracy opportunities. Governors were shown the example in the history textbook of a child friendly ‘roadmap’ of the topics they would be learning. Governors noted that the school has also developed a personal development roadmap for school trips and how they link to different areas of the curriculum. Within the personal development roadmaps, a place of worship has been included for each year group to provide pupils with experience of culture and diversity and, where possible, trips provide multiple personal development opportunities in one excursion.</p> <p>The school confirmed that they were confident that the school would not have been rated good for quality of education in September 2023 because the work on the curriculum had not been completed but there have been significant improvements since this time. The staff are now aware of what need to be done and they have the tools available to deliver the actions. The work now needs to be embedded to see the impact.</p> <p><b>DW joined the meeting at 3:29pm.</b></p> <p><u>Leadership and Management</u></p> <p>The school has rated this area as requires improvement as there has been a requirement to build in additional capacity within middle leadership to help support staff in their career development and allow them to take ownership of areas of the curriculum. The next phase of this process is to ensure that governors visit school to undertake link monitoring visits.</p> <p><b>Governor Comment:</b> The new textbooks for pupils will enable governors to hold the school to account through viewing the pupil evidence.</p>	
5.	<p><b>Self Evaluation: Update on Latest Position</b></p> <p>The self evaluation summary was discussed under Item 4 of this meeting with the ratings shared with governors as follows:</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>	
6.	<p><b>Link Governor Roles</b></p> <p>Governor link roles were considered alongside governor recruitment. Governors were informed that unfortunately a potential candidate with education skills has had to withdraw their application due to work commitments. It was confirmed that enquiries are being made within the Trust to ascertain if any staff from other schools would be willing to join as a governor at a different school.</p> <p>MH completed a learning walk with AH as part of the induction process. It was commented that this was a very useful experience, and all governors were encouraged to undertake these to develop their roles and the expectations of a link visit. It was noted that children visited in the Year 1/2 class were engaged and well behaved and were able to discuss the areas of geography</p>	

ITEM		ACTION
	<p>they were learning about. Guided reading sessions were also visited, and the children demonstrated excellent oracy skills.</p> <p><b>Q: Has the Safeguarding lead from the Trust been in contact with the school to arrange a visit?</b>  <b>A:</b> Not as yet.  <b>ACTION:</b> MH to contact EH to organise a safeguarding visit at school.</p> <p>It was also noted that governor training will help support link visits and governors are required to undertake Prevent and safeguarding training annually. For Prevent, governors must undertake the full training course every three years with an annual refresher course.</p> <p>It was highlighted that the improvements in behaviour will be important to justify to Ofsted and it would be worthwhile developing a governor role in this area. It was agreed that GW would take on the role of behaviour link governor.</p> <p>The following link roles were confirmed:</p> <ul style="list-style-type: none"> <li>• MH – Safeguarding</li> <li>• GW – Behaviour</li> <li>• GW – Maths</li> <li>• GW – Sustainability</li> <li>• RM – SEND</li> </ul> <p>Outstanding link roles still to be confirmed included the following:</p> <ul style="list-style-type: none"> <li>• Literacy</li> <li>• EYFS</li> <li>• Any other priority curriculum areas to be identified</li> </ul> <p><b>ACTION:</b> GW to contact MH to discuss governor link roles.</p>	<p style="text-align: center;"><b>MH</b></p> <p style="text-align: center;"><b>GW</b></p>
	<p><b>EDUCATION</b></p>	
<p>7.</p>	<p><b>Admissions and Pupil Numbers</b>  Pupil numbers currently stand at 137 to increase to 139 with two new pupils starting in July.</p> <p>The weighting of leavers and starters is 29 starters to 20 leavers.</p> <p>There have been 22 acceptances of Reception places for.</p> <p><b>Q: Is there an overall increase in pupil numbers?</b>  <b>A:</b> There will be over 140 pupils in September compared to 139 last year.</p> <p><b>Q: Are there any patterns or trends attributed to the pupils who have left?</b>  <b>A:</b> The majority relate to relocation. Two pupils who were looked after children left as they had been removed from families. Three pupils stated safeguarding as the reason for leaving. One family complained and the LA investigated but were satisfied with the school's actions.</p> <p><b>Q: Is there a trend being driven by actions the school have taken?</b>  <b>A:</b> There are no underlying concerns and there is context in every case which is important to be aware of.</p>	



ITEM		ACTION
	<p>The Headteacher confirmed that the school are happy to share the reasons for any pupils' decision to leave the school. A safeguarding review was undertaken following the Ofsted complaint and the findings were positive confirming that all procedures and processes are in place and correctly followed.</p>	
<p><b>8.</b></p>	<p><b>Attendance</b></p> <p>The latest attendance rate is 91.4% against the national average of 94.3%. The school confirmed that there has been a significant impact from one pupil who has not attended the school this year but remains on roll.</p> <p>Governors noted that the school attend half termly meetings with the LA to discuss all pupils with an attendance rate below 90%. Some pupils with persistent absence are persistently late but this is an area which the school are working on and improvements are being seen. In some cases pupils are late because their sibling may attend specialist provision and families have to wait for transport to arrive before they can bring other children to school.</p> <p>In terms of persistent absences, Year 2 has a high level but there is context in each case. However, the school continue to follow the LA procedures with regard to issuing fines and correspondence.</p> <p><b>Q: Is there anything that can be done to support parents with extenuating circumstances such as siblings at alternative provision – can these pupils be identified and removed from the data for example as it seems the school and some families are being unfairly penalised in some cases?</b></p> <p><b>A:</b> The school invite the Education Welfare Officer to the termly meetings with the LA Attendance Officer which can help improve situations. Additionally, the staged letters can help to provide motivation to parents to address issues. It is the parents' duty to ensure that their child is in school on time and to make arrangements for this.</p> <p><b>Q: What is the definition of lateness?</b></p> <p><b>A:</b> A pupil who has not arrived by 9:20am is recorded as an unauthorised absence for half a day which follows the statutory process. Registers close at 9:00am and any pupils arriving after 9:00am but before 9:20am are recorded as late. It is anticipated that if the improvements in behaviour continue that this will also have a positive impact on attendance.</p> <p>Suspensions have increased this year with a total of 70 days. In the autumn term there were suspensions applied to 15 pupils with a total of 26 days. In spring there were 11 pupils with 45.5 days and during the summer term there have been 5 pupils with 18 days lost. All pupils require alternative provision. There was one permanent exclusion issued which was later rescinded following discussions with the LA and this pupil is now attending a different setting.</p> <p><b>Governor Comment:</b> It is important to note the reduction in suspensions over the course of the year which is reflective of the work being undertaken by the school.</p> <p>There was one incidence of bullying reported and it was concluded following investigations that this was unkind behaviour and not bullying.</p> <p>In terms of any physical interventions with pupils, all incidents are recorded on CPOMS and these generally relate to pupils being taken to the alternative provision space.</p>	



ITEM		ACTION
	<p>Governors <b>queried</b> the difference between bullying and unkind behaviour, and it was clarified that bullying relates to repetitive behaviours whereas the incident in question was a one off. It is important for pupils as ambassadors that they can distinguish between the different types of incidents and therefore the school will be delivering an assembly on this topic in the near future.</p> <p>There have been no racial incidents since the last meeting. Governors noted that the previously recorded racial incidents were not racially motivated but have to be recorded in line with procedures. Pupils were praised for their knowledge of the No Outsiders principles when interviewed as part of the recent personal development review.</p> <p>There have been 9 instances of sexual harassment this year (5 incidents of green behaviours in KS1 and 4 incidents of inappropriate remarks in KS2) including one since the last LGB meeting. One pupil is on a sexualised behaviour plan. Governors <b>queried</b> what was categorised as green behaviour. The school clarified that green behaviours relate to age-appropriate natural curiosity that is not concerning but is still recorded.</p> <p>The school highlighted to governors that the school toilets are not fit for purpose and there should be individual cubicles. Governors <b>requested</b> that the Trust visit school to assess the potential for refurbishment of the school toilets.</p> <p><b>ACTION:</b> Contact the Trust to enquire about visiting to assess the condition and layout of the school toilets.</p> <p>The school confirmed that gender free toilets should be the aim in the long term.</p>	JG
9.	<p><b>Behaviour</b> Behaviour incidents were discussed under Item 8 of this meeting.</p>	
10.	<p><b>Curriculum – Progress</b> The school confirmed that it is anticipated that the targets for writing will not be achieved. The writing programme within school has not been fit for purpose until changes were made this academic year and the school are currently trialling a new programme which will require time to embed.</p> <p>There is also one member of the cohort who has not attended school this year and this contributes to 5% of the results. The school did outline however, their confidence that the combined reading, writing and maths score will be higher than 2022-23.</p>	
11.	<p><b>Curriculum – Attainment</b> Governors noted that there was no new data relating to attainment as the SATs results would not be released until 09.07.24 and the assessment week for other year groups will take place next week.</p> <p>Governors <b>requested</b> that the attainment data for 2023-24 be forwarded as soon as it becomes available.</p> <p><b>ACTION:</b> Forward KS2 SATs results to governors following release.</p>	JG
	<p><b>WELFARE</b></p>	
12.	<p><b>Safeguarding</b></p> <p>a. KCSIE training Governors are required to ensure that they have read and understood Part 2 of the statutory guidance, Keeping Children Safe in Education (KCSIE) annually. Updates are highlighted each</p>	

ITEM		ACTION
	<p>year, and briefings will be provided from a range of sources including NGA, Governor Hub and the Trust for safeguarding link governors.</p> <p>The recent safeguarding review confirmed that the processes in place at school are effective.</p> <p>In terms of data, 15 families have been referred to social care. 12 referrals have been made to the Integrated Front Door and 19 phone calls have been received by the school from the Integrated Front Door.</p> <p>There has been 1 mental health referral. 4 children are attending play therapy sessions, 7 children are accessing SWaNS and 2 pupils are on the waiting list for CAMHS. Governors <b>queried</b> the waiting times for CAMHS and were informed that applications were submitted in October and the cases have not yet been triaged with up to a two year wait for an initial appointment.</p> <p>There are 3 child protection cases at present but this figure may rise. Governors noted that the social care levels of Early Help and Child in Need are voluntary for parents.</p> <p>There was one allegation referred to LADO but this has since been resolved.</p>	
<p><b>13.</b></p>	<p><b>Pupil Wellbeing</b></p> <p>The school reported that there were no pupils currently on a transition timetable.</p> <p>Overall, 13% of pupils in the school have an EHCP which is significantly higher than average. Going forward the school recognise the need to ensure that in delivering quality first teaching that there will be fewer pupils with SEND needs. A child should not be on a SEND support plan for an extended period of time as this should either be escalated or addressed and therefore removed. Staff need to understand that children can be taken off SEND support where QFT can meet need.</p> <p><b>Q: Given this potential change, is the school considering how parent expectations are managed?</b></p> <p><b>A:</b> The school has to account for how all funding has been spent and if children are coping well with QFT, they should no longer require SEND support. There is difficulty in considering transition to high school where a child may not need an EHCP at primary but may need one at high school and whether primary schools should begin the preparation work. The amount of paperwork and staff time is significant and there is a question in some cases as to whether the amount of funding is worth the increase in workload etc. The school SEND register requires a detailed review next academic year and significant changes are anticipated.</p> <p>Governors noted that parent and pupil voice was completed prior to the Easter holidays.</p> <p>The report also included a range of strategies and interventions put in place by the school to support wellbeing.</p>	
<p><b>14.</b></p>	<p><b>Staff Wellbeing</b></p> <p>A staff member is due to be trained as the Mental Health Lead. Staff are provided with a calendar of dates in advance for key information and briefings. Positive staff voice was collected during the recent Ofsted inspection with staff reporting that they felt supported with the new behaviour approaches. Staff were also provided with a wellbeing afternoon which was completed during an INSET day and CPD is provided by Cheshire East on the importance of physical activity.</p> <p><b>Q: What is the uptake for parents' evenings?</b></p>	

ITEM		ACTION
	<p><b>A:</b> This has been high across all year groups. Parents are requested to sign up to Arbor (the school Management Information System) to facilitate the process.</p> <p><b>Q: Is the high take up due to the school offering mixed venues, online or in person?</b></p> <p><b>A:</b> Partly, but it is mostly due to the electronic sign up and communication. Staff also liaise with and encourage parents where they have not signed up. Technology has made the process more flexible and staff also follow up with parents on any missed appointments.</p>	
	<p><b>LOCAL MATTERS AND STAKEHOLDER ENGAGEMENT</b></p>	
<p><b>15.</b></p>	<p><b>Skills Audit</b></p> <p>AH provided context to the skills audit. The report is anonymised and the results provide both individual and group skills analysis. The results are then RAG rated with amber or red areas requiring action. It was confirmed that all Boards will have some amber or red areas.</p> <p>There are no significant areas of urgent action however, it was noted that governors have highlighted the role of governor, SEND and training needs as areas to be improved. The Trust will consider these results and the specific needs of the Board to devise an action plan moving forward.</p> <p><b>Q: How is the data collected across the Trust?</b></p> <p><b>A:</b> Skills audits for all schools are undertaken at the same time and then trends across the Trust are identified and analysed which may result in various actions such as wider training needs across the Trust as well as more specific needs for individual schools.</p> <p>Governors were encouraged to contact the Trust Governance team directly with any individual needs.</p> <p><b>Q: Has the skills audit not already highlighted training needs?</b></p> <p><b>A:</b> To a degree but the audit is not only about training. This is the second time a Trust audit has been issued. It was felt that there were weaknesses in the NGA skills audit, so the decision was taken to adapt this and articulate the scoring to ensure consistency. Another element that is now recognised are the external skills that governors can share with their Boards and this has provided an opportunity for the Trust to follow up directly with individuals on future training and development needs.</p>	
<p><b>16.</b></p>	<p><b>Stakeholder Engagement – Parents / Carers</b></p> <p>Governors noted that the school continues to develop positive relationships with parents and carers through a range of opportunities including class assemblies and the issue of Chester Zoo family passes following a recent class trip.</p> <p><b>Q: How were the Chester Zoo family passes funded?</b></p> <p><b>A:</b> This was via a Trust initiative, Chester Zoo Wildlife Connections, where the Trust have worked to foster relations with the Zoo in the interests of sustainability.</p> <p>Facebook and Twitter groups have been positively managed and the Headteacher has been able to respond to any negative comments directly to resolve issues.</p> <p>Overall, the parent body have been very supportive of the school this year.</p>	

ITEM		ACTION
	<p><b>Q: Are the Congleton Partnership coffee mornings still taking place at the school?</b>  <b>A:</b> No, the school hosting the coffee morning is not a regular event as this rotates around all the schools in the partnership.</p>	
17.	<p><b>Stakeholder Engagement – Wider Community</b>  Governors noted the forthcoming Duck Race at Congleton Park with pupils from the school involved in releasing the ducks for the race. A poster created by Year 6 pupils has been used to promote the event.</p> <p><u>School Centenary</u>  The 100-year anniversary of the school is approaching and investigative work has been undertaken with the local archives to confirm the exact opening date of the school. The building says 1925 but the archives have confirmed that there were delays to the planned open and the school did not in fact open until March 1927.  <b>ACTION:</b> Send information regarding the school opening dates to AH to be shared with the Trust.</p> <p>The school confirmed that the change in dates will allow additional time to plan for the centenary celebration events.</p> <p><b>Q: What is the situation regarding recruitment of staff for the after-school provision?</b>  <b>A:</b> Interviews are taking place tomorrow for the playworker recruitment. The school received one application for the role.</p>	JG
18.	<p><b>Communication to Trust</b>  Items highlighted to be communicated to the Trust were:</p> <ul style="list-style-type: none"> <li>• The request for the Trust to visit the school to assess the condition of the school toilets with a view to refurbishment.</li> <li>• The request for consideration to be given to painting school classrooms as part of general upgrade works.</li> </ul>	
19.	<p><b>Communication from Trust</b>  Governors were reminded of the Trust Governance Conference taking place on 13.07.24 and were thanked for their responses. The basis of the conference was outlined with the aim of achieving a balance between networking and training and development and to provide increased visibility of senior members of the Trust.</p>	
	<p><b>MEETING DATES FOR 2024-25</b></p>	
	<p>LGB meeting dates for the 2025-25 academic year were confirmed as:</p> <ul style="list-style-type: none"> <li>• Tuesday 17<sup>th</sup> September 2024</li> <li>• Tuesday 26<sup>th</sup> November 2024</li> <li>• Thursday 13<sup>th</sup> February 2025</li> <li>• Thursday 15<sup>th</sup> May 2025</li> </ul> <p>All meetings will commence at 3:00pm.</p>	

The meeting moved to Part 2.

**ACTION LOG**

Item No.	Action	Owner	Due Date	Status
3	Circulate the minutes from the previous meeting to absent governors for approval.	Clerk	July 2024	Complete

Item No.	Action	Owner	Due Date	Status
3	Mark minutes as signed on Governor Hub following acceptance from governors.	Clerk	July 2024	Complete
3	MH to contact the library again to discuss the potential of the library visiting the school.	MH	Sept 2024	
6	MH to contact Emma Hooley to organise a safeguarding visit at school	MH	Sept 2024	
6	GW to contact MH to discuss link roles.	GW	Sept 2024	
8	Contact the Trust to enquire about visiting to assess the condition and layout of the school toilets.	JG	Sept 2024	
11	Forward KS2 SATs results to governors following release.	JG	Following release.	
17	Send information regarding the school opening dates for the 100-year anniversary celebrations to AH to be shared with the Trust.	JG	Sept 2024	