

Minutes of a Meeting of Daven Primary School

Local Governing Board (LGB)

Date: Thursday 13th February 2025 at 3pm

Governors in attendance:	Mark Hill	(MH)	Chair of Governors
	David Whitewright	(DW)	Appointed Governor
	Angela Gillespie	(AG)	Appointed Governor
	John Mollard	(JM)	Appointed Governor
	Glen Williams	(GW)	Appointed Governor
Others in attendance:	Gemma Moffatt	(GM)	Acting Headteacher
	Allan Howells	(AH)	Director of Quality, TLP
	Sarah Lomas	(SL)	Clerk

Part One – Non-Confidential Business

The meeting commenced at 3:05pm.

ITEM NO.		ACTION
	GOVERNANCE AND ADMINISTRATION	
1.	<p>Welcome, Quoracy, Apologies and Declarations</p> <p>Governors were welcomed to the meeting. The meeting was quorate and there were no apologies to receive.</p> <p>GM was welcomed to the meeting as the interim Headteacher.</p> <p>The following declarations were made by governors:</p> <ul style="list-style-type: none"> GW is a governor at Eaton Bank Academy in Congleton. <p>There were no anticipated conflicts of interest with the business of the meeting raised by governors.</p>	
2.	<p>Minutes of the last meeting and Matters Arising</p> <p>a) The minutes from the last meeting on 26.11.24 were confirmed as a true and accurate record of proceedings. Governors approved the minutes.</p> <p>ACTION: Upload a copy of the final minutes to Governor Hub and mark as signed.</p> <p>b) The action log from the previous meeting was reviewed and the following items were noted:</p> <ul style="list-style-type: none"> Item 7 – A SEND visit had been undertaken on 28.01.25. AG met with the SENDCO and reviewed data and the provision in place within school. The school have limited funds and resources to provide all items that are required. The visit also involved meeting pupils in the Hive space which is utilised for pupils who are struggling to engage with mainstream lessons and children were observed engaging in multisensory activities. It was questioned whether there were elements of integration that could be explored for children to return to their classrooms for story time for example, but the school countered that there were challenges with staffing to enable the school to provide the one-to-one support required for pupils. 	Clerk

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	<p>The Hive is a provision that the school has created where the support is not available for pupils who may require an alternative setting. The impact on staff was also discussed and it was confirmed that staff absence levels are higher. It was suggested that a reward system could be considered for all staff but with a particular focus on boosting the morale of staff within the Hive and other SEND staff due to the demands of the roles.</p> <p>ACTION: Consider setting up a staff reward system.</p> <p>A phonics visit took place in the autumn term which consisted of a lesson observation in Reception class. The lesson was multisensory, and children were relaxed and focussed. A practice writing session was also undertaken to enable children to consolidate their learning. AG also read with pupils in Year 1 and observed some reading intervention work.</p> <p>Governors thanked AG for her work and positive feedback on recent visits.</p> <p>Governors queried whether there was specific guidance on link visits available. It was confirmed that there is information and guidance available within the TLP Governance Handbook.</p> <p>ACTION: Forward the link to the Governance Handbook to the Board.</p> <p>Governors acknowledged the pressures that the school face and emphasised the importance of a balanced approach to visits which support the work that is being undertaken by the school.</p> <p>It was noted that consideration was being given to the development of a link governor monitoring schedule given the increased stability of the Board.</p>	<p>GM</p> <p>Clerk</p>
3.	<p>Membership update</p> <p>a) Governors considered the current vacancies on the Board:</p> <ul style="list-style-type: none"> • 2 x parent governors <p>Governors confirmed the importance of parental representation on the Board and suggested that parents of pupils new to the school would be worthwhile considering. The school confirmed that notification of vacancies had not yet been circulated to the school community. Governors and the school were asked to consider potential candidates. It was also confirmed that parent governors could include grandparents and carers.</p> <p>ACTION: Provide an update on parent governor enquiries at the next meeting.</p>	<p>All govs/GM</p>
	<p>Strategic Direction and Progress Against Priorities</p>	
4.	<p>a) Governors confirmed receipt of the information on the School Improvement Plan (SIP) circulated prior to the meeting. The school provided a summary of the SIP.</p> <p>There are 15 overall priorities and 4 key priorities within these.</p>	

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	<p><u>Adaptive Teaching for SEND</u></p> <p>The school has received training from the Trust and more recently from the school SENDCO on adaptive teaching strategies. Monitoring visits have taken place to assess the use of strategies within lessons. Further work is required to embed the use of adaptive teaching across the school.</p> <p><u>Writing</u></p> <p>A new approach to writing (Talk for Writing) has been implemented across the school. This has been a significant change for staff as historically there was not a whole-school approach to writing. There have been some positive elements to the introduction of the scheme, but recent staff feedback has communicated that the scheme is not having the impact expected and therefore the school are exploring alternative schemes.</p> <p>Additional staff training has been provided and a new grammar scheme has been introduced. The school are also continuing with oracy work. The school has also taken part in trust-wide moderation for writing which has been beneficial in supporting teacher's development.</p> <p>Q: How did staff respond to the Trust moderation exercise? A: Very positively. All staff felt it was a good experience and there was time to prepare in advance. This has been recognised as formal CPD for staff.</p> <p><u>Behaviour and Attitudes</u></p> <p>Overall, behaviour has improved significantly since the previous Ofsted inspection. The number of low-level incidents has decreased which is evident when walking around school. There is consistent application of the policies and strategies in place which has been evidenced during monitoring visits and learning walks. The rules regarding behaviour are reinforced to pupils in weekly assemblies.</p> <p>Governors commented that the changes in behaviour since the Ofsted inspection have been the most significant, with a much calmer atmosphere noted on all governor visits.</p> <p>Q: Does the school implement an award system or provide incentives to pupils? A: Yes, achievement points are awarded on an individual basis which run alongside behaviour points.</p> <p>Q: How much of the change in behaviour is related to pupils accessing alternative provision? A: One element of improvement is related to 5 pupils being assigned to the Hive provision who have a high level of additional need and were unable to cope within mainstream lessons. This change took place last academic year and had an</p>	

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	<p>immediate impact. The second most significant change is that staff have a clear behaviour policy to implement and there are consistent high expectations in place. Behaviour remains high on the agenda within school and forms part of daily conversations with pupils and staff.</p> <p><u>Leadership and Management</u></p> <p>Work is continuing on the priority to develop middle leadership across the school. The spring term began with an Inset day for staff to review the progression of their subjects and provide staff with a deeper understanding of their subjects across the school along with improving subject knowledge. The Kapow scheme of work has been introduced across all foundation subjects in school and CPD has been scheduled to consider how to effectively support SEND in these subjects.</p> <p>The introduction of Flashback 4 to recap learning has been very effective in providing repetition and recall opportunities for pupils to demonstrate and consolidate their prior learning.</p> <p>The Ofsted areas for improvement (AFI) were considered as follows:</p> <p><u>AFI 1 – Reading</u></p> <p>The school continue to embed the new phonics scheme Read, Write Inc. which is working successfully. There are weekly coaching sessions for staff and access to training videos. There has also been a significant improvement in phonics results following regular half termly testing.</p> <p>Governor Comment: The new scheme and increased assessment has evidenced the improvements in this area with pupils demonstrating learning and retention of phonic knowledge.</p> <p>Governors queried when data on phonics assessments would be available for review. The school confirmed that following February half term, an initial phonics screening check will be undertaken and the data from this assessment will be shared.</p> <p>ACTION: Share phonics data with governors following initial screening check.</p> <p>In addition to the phonics, there is additional work relating to reading which is a Trust-wide initiative to improve reading skills across all schools. Reading assessments will take place prior to the Easter holidays which will provide data for review.</p> <p><u>AF2 – Recap and recall of prior learning</u></p> <p>The Flash Back 4 initiative has been introduced across additional subjects. This was first introduced in maths and has since been rolled out for all foundation subjects. Governors requested an explanation of the Flash Back 4 initiative. The school explained that this is a quick, high pace activity which enables recap of prior</p>	<p>GM</p>

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	<p>learning and confirms readiness for future learning in the form of quizzes for example.</p> <p>AFI 3 – Assessment NFER testing for pupils has been introduced across the Trust. The school also undertakes end of unit testing for all foundation subjects and implement a showcase of knowledge that pupils can participate in. These strategies provide data and information for staff on progress and attainment. Subjects are also moderated termly.</p> <p>Governor Comment: The Trust-wide moderation supports the consistency of teaching and teacher subject knowledge which is positive for staff development. This not only raises academic standards but boosts confidence and self-esteem in pupils through demonstrating their knowledge in quizzes or showcasing their work.</p> <p>AFI 4 – Behaviour Information relating to behaviour improvements was discussed earlier in Item 4 of this meeting.</p> <p>b) Ofsted Preparedness Governors considered the timing of the next Ofsted inspection. It was confirmed that Ofsted will not visit between September and October half term so there is a possibility an inspection will take place during the remainder of this academic year or after October 2025. If the inspection is delayed, this will provide additional time for improvements, however, there are risks around whether the new Ofsted framework would be in place and if the school is one of the first to be inspected what this would look like. The school will continue on the journey of improvement regardless of Ofsted timing to ensure that it is in the strongest position.</p>	
	EDUCATION	
5.	<p>Pupil Numbers There are currently 142 pupils on roll. One pupil in year 6 has left following a placement in specialist provision and two other pupils have moved out of area.</p> <p>Q: Last year, there was increased mobility in pupil numbers, can the school explain the reasons that this has stabilised? A: Pupil voice evidences that children are happier in school and it is felt that the reputation of the school within the community is beginning to improve.</p> <p>Governor Comment: Change to reputation is a slow process and can be frustrating but the positive impacts can be seen along with the direct improvements in education. The small changes that are being made are also important and will help to continue to build the profile of the school including the community work that is ongoing.</p> <p>Q: What is the capacity of the school?</p>	

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	<p>A: 210 pupils. If the school reached capacity, there is potential to admit above the pupil admission number in Key Stage 2. The additional nursery provision will also help to support this.</p> <p>Governors acknowledged the journey that the school are on and that the improvements being made will take time to reach full impact.</p>	
6.	<p>Attendance</p> <p>The current attendance rate was reported as 91.5% which is below the national average. The Attendance Lead has been working to action areas to manage and monitor attendance. There are specific strategies in place to target persistent absentees which incorporates all pupils with attendance rates below 95%. There is also a reward strategy in place for a group of 39 pupils, 24 of whom have an improved attendance rate since the rewards were introduced.</p> <p>Q: Does the school have a weekly award for the class with the highest attendance?</p> <p>A: Yes, there is a weekly award and a spin the wheel prize system where two pupils are chosen randomly each week.</p> <p>There is context to the majority of cases where absence is an issue and there are a number of pupils identified as 'at risk'.</p> <p>It was confirmed that JM would support as a link governor for attendance.</p> <p>ACTION: Arrange an attendance meeting the link governor role.</p> <p>The school confirmed that the LA visit each term to support on key attendance cases.</p> <p>Q: Does the school think behaviour has impacted attendance?</p> <p>A: There is no evidence to support whether this has had a historic negative impact or a positive impact following improvements in behaviour. However, there are some items, such as the synergy meetings, which have improved the school's awareness as it was identified that a joined up approach to attendance was required to have maximum impact. The reasons for persistent absence and those pupils at risk are varied.</p> <p>It was noted that it is likely that family issues will have an impact and where there are siblings, this can have an increased impact on overall attendance data.</p>	JM
7.	<p>Rewards and Behaviour</p> <p>There have been 39 days lost to suspensions for 9 pupils during the academic year to date. This is an increase on the data for 2023-24 which was 29.5 days. There have been no permanent exclusions. Governors noted that last year the suspensions related to 16 pupils so there has been a reduction in the number of pupils receiving suspensions.</p> <p>One child has received 17 days of suspensions and has returned to school on a part time timetable as part of the reintegration process.</p>	

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	<p>Five pupils are accessing the Hive provision and therefore have additional needs. One pupil has been allocated a place at a specialist provision and the school are awaiting the timetable for the formal transition to the new setting.</p> <p>Governors highlighted the significant issues in Cheshire East with regard to difficulties accessing specialist provision.</p> <p>Additional actions relating to behaviour include staff CPD in December to reinforce the overall consistency of application of the Behaviour policy following staff voice which fed back that standards were not consistent. Strategies were put in place such as an award for 'line of the week' when lining up for lunchtime/assemblies. Consistent reminders are also issued to staff to ensure that behaviour remains at the forefront of actions.</p> <p>Ten pupils have also been identified for monitoring due to the high number of behaviour points they have and these are being monitored through an Individual Behaviour Plan (IBP) or interventions. The school have seen some improvements through these actions in some cases but not in others and therefore monitoring will continue.</p> <p>Parent communication has also been improved to address issues raised. All communication is recorded and a log of this is retained.</p>	
8.	<p>Update on progress and attainment including groups</p> <p>The last formal data reporting took place in December. Mock Key Stage 2 SATs were undertaken two weeks ago and a comparison of results were provided as follows:</p> <p><u>November 2024</u></p> <p>SPAG – 15% meeting expectations Maths – 15% meeting expectations Reading – 52% meeting expectations</p> <p><u>January 2025</u></p> <p>SPAG – 26% meeting expectations Maths – 47% meeting expectations Reading – 63% meeting expectations</p> <p>Q: What is the reason for the significant increase in the maths results?</p> <p>A: In November, there were a number of pupils who were borderline in meeting the requirements to pass who have now made the progress needed to attain. There has been significant input on times tables, arithmetic and interventions. The school has been strategic in deciding where interventions are targeted to ensure maximum impact for pupils. It was noted that the improvements in behaviour and other areas are also contributing to the increased progress and attainment.</p>	

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	<p>It was explained that due to the size of the school, each child represents a high percentage which can have both a significant positive or negative impact and should be borne in mind when reviewing data.</p> <p>It was highlighted that the progress and attainment of SEND compared to non-SEND is an issue and this is the reason for the inclusion of SEND on the SIP. It is essential that the school ensure that strategies are being applied and that the impact of these are being measured.</p> <p>Writing remains an area of concern across the school and the number of pupils on track to meet expectations is low in all year groups. There were some questions raised over teacher judgments and the Trust-wide moderation was very helpful for staff to review a range of writing and meet with other schools.</p> <p>In terms of reading, the current Year 5 reading data shows that 75% of pupils are on track to meet or exceed expectations using the 'bungee approach'. This is a different strategy than employed by other schools in the Trust but is having a significant positive impact.</p> <p>Q: Is there are common theme in schools that writing is below reading in terms of results?</p> <p>A: Writing is a priority in all schools. There is also a Covid legacy impact with younger pupils and their use and knowledge of language which is very noticeable when reviewing children's writing. Oracy and language are also a priority as they are fundamentally linked.</p>	
9.	<p>Link Governor Monitoring</p> <p>a) Safeguarding link role – MH is currently the safeguarding link governor but concerns were raised with the workload of the Chair and a request was made for an alternative governor to take on the role of safeguarding. AG volunteered to take on the safeguarding link role.</p> <p>It was noted that AG would be connected with Emma Hooley, Trust Safeguarding Lead, to be included on future safeguarding network briefings.</p> <p>ACTION: Add AG to the Trust Safeguarding network.</p> <p>b) Early Years link role – JM volunteered to take on the EY link governor role.</p> <p>ACTION: Update Governor Hub with link role changes.</p> <p>c) Reports on link visits were discussed under Item 2b) of this meeting.</p>	<p>??</p> <p>Clerk</p>
10.	<p>Pupil Premium</p> <p>a) Governors noted that the Pupil Premium (PP) Strategy Statement had been published on the school website in line with the 31.12.24 deadline.</p> <p>b) The impact of PP spending was reviewed. The school confirmed that the new phonics scheme has benefited pupils significantly in terms of the improvements in reading skills particularly for children in Early Years. The implementation of the</p>	

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	<p>Choice 21 oracy scheme is also benefitting pupils to enable them to verbalise their thoughts more effectively.</p> <p>The writing skills for disadvantages pupils remains a target.</p> <p>Governors noted the high percentage of PP across the school at 58%.</p>										
	WELFARE										
11.	<p>Safeguarding</p> <p>Governors confirmed receipt of the safeguarding report circulated prior to the meeting.</p> <p>Staff CPD is ongoing. Basic awareness training for all staff and DSL training is scheduled in March 2025.</p> <p>In terms of caseload, the school reported the following:</p> <table border="1"> <thead> <tr> <th></th><th>Year to date</th><th>Since last LGB report</th></tr> </thead> <tbody> <tr> <td>Number of referrals</td><td>8</td><td>4</td></tr> <tr> <td>Number referred on to the Integrated Front Door</td><td>11</td><td>7</td></tr> </tbody> </table> <p>The school confirmed that meetings take place to review cases with external agencies as required.</p>		Year to date	Since last LGB report	Number of referrals	8	4	Number referred on to the Integrated Front Door	11	7	
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12.	<p>Welfare and Wellbeing – Students</p> <p>A summary of wellbeing was provided as follows:</p> <ul style="list-style-type: none"> • There are two pupils currently attending on reduced timetables. • The school is using the new management information system, Arbor, to track achievement and behaviour points. • Year 5 recently took part in a resilience workshop provided by Visyon, a local charity. • The ELSA programme was recommenced in January. • An initiative called Keep Safe, Keep Well was commenced in January to support vulnerable pupils. • Regular reviews of the vulnerable children list is undertaken and mental health has been added as a factor. • A police visit on internet safety for pupils was held and a parent workshop will be scheduled after half term. • There are 26 children in receipt of an EHCP. Five pupils have had their banding increased following interim reviews. <p>Q: Is the school finding that in-year admissions and new starters are increasingly identified as having additional needs and are there options available where the school cannot meet need?</p>										

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	<p>A: Where any applications from pupils with an EHCP are reviewed to assess if the school can meet need. However, there can be resistance from the LA where a place is challenged. There are also children that have commenced in Reception with no identified need because of lack of action at nursery. Having the school nursery will help this situation and ensure early identification and action for any younger pupils attending the nursery provision.</p> <p>Governors emphasised the importance of understanding the context of the school and that governors can demonstrate their understanding of this.</p>	
13.	<p>Welfare and Wellbeing – Staff</p> <p>Governors were updated on the following items:</p> <ul style="list-style-type: none"> • GM has completed the Senior Mental Health Lead training with Trauma Informed Schools. • There are weekly child protection meetings for the safeguarding team. • Subject leader time is provided to allow staff to complete monitoring work. • Staff can work from home during their PPA time. <p>Overall, staff wellbeing is positive. Staff voice will be obtained formally in the summer term. There is good communication and a sense of teamwork within the school.</p> <p>Governors enquired about the Headteacher’s wellbeing and GM confirmed that she was supported and managing well with the demands of the role.</p> <p>Governors emphasised the importance of ensuring the Headteacher’s wellbeing particularly given the reduced support at SLT with no current Deputy Headteacher. Governors thanked GM for her work and leadership of the school.</p>	
14.	<p>Part 2 – Staffing Update</p> <p>This item was discussed and recorded separately under Part 2 of this meeting.</p>	
	LOCAL MATTERS & STAKEHOLDER ENGAGEMENT	
15.	<p>Local Policy Approval</p> <p>The following policies had been circulated prior to the meeting for approval:</p> <ol style="list-style-type: none"> a) Relationships and Sex Education – Governors commented that content was appropriate but that the format of the policy should be reviewed in the future. b) Charging and Remissions – The school highlighted that non-payment of trips is a significant issue but the school will always work to support families with the cost of trips where needed. Some non-payment issues relate to non-PP pupils. Historically, non-payment was not followed up, but it is important to understand where there are genuine financial issues and how to deal with this. <p>Governors commented that is important to be clear with parents about the requirements of trips. Consideration should also be given to whether trips are necessary and affordable for the school community. Early payment plans may also</p>	

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	<p>benefit parents. It may also be beneficial to obtain parent voice on this topic to inform future decisions.</p> <p>ACTION: Develop a parent survey on trips.</p> <p>c) School Uniform – Governors highlighted that there was no reference to sanctions where the policy is not adhered to and what action can be taken where parents may not be able to afford items. The school agreed that an amendment could be made to the policy with information on how to obtain second hand uniform.</p> <p>ACTION: Amend the uniform policy to include information on how families can obtain second hand uniform.</p> <p>Governors approved the above-listed policies a) to c) subject to the amendments noted.</p> <p>The following policy had not been circulated:</p> <p>d) Adverse Weather Policy – It was noted that this is a new policy and does not require governor approval.</p> <p>Governors confirmed receipt of the following Trust policies:</p> <p>e) Equality Information and Objectives Policy</p> <p>f) Serial and Unreasonable Complaints Policy</p> <p>g) Suspensions and Exclusions policy statement</p> <p>ACTION: Circulate details on complaints and exclusions training to governors.</p>	<p>GM</p> <p>GM</p> <p>Clerk</p>
16.	<p>Governor Training Update</p> <p>a) It was confirmed that the majority of governors had completed their mandatory training on Prevent and Safeguarding.</p> <p>ACTION: Send the NGA link for safeguarding training to DW.</p> <p>ACTION: Amend safeguarding lead governors details on policies and contacts to AG.</p>	<p>Clerk</p> <p>GM</p>
17.	<p>Stakeholder Engagement – Parents / Carers</p> <p>The school confirmed that school events are continuing throughout the year. There were a range of Christmas events which parents were invited to including assemblies. There is also a new tuck shop open every Friday after school. Other events included World Book Day parent event, the Rotary Swimathon and an art project which parents were involved in.</p>	
18.	<p>Stakeholder Engagement – Wider Community</p> <p>There was a Christmas event with gifts for all pupils provided by Data Store, a local company.</p> <p>A landscape gardener has agreed to assist at a discounted rate with some works in the garden area within school. There are additional works required to trees including pruning and removal.</p>	
19.	<p>Part 2 – Vale Juniors Update</p> <p>This item was discussed and recorded separately under Part 2 of this meeting.</p>	

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20.	Communication – to Trust There were no items identified to be communicated to the Trust at this meeting.	
21.	Communication – from Trust The following items were issued as reminders to governors: a) Equality and Diversity Survey link available on Governor Hub for completion. b) Governance Conference on Saturday 14 th June 2025.	
22.	AOB There were no items of AOB raised for discussion at this meeting.	

The meeting moved to Part Two.