



<p>Local Governing Board (LGB) to The Learning Partnership (TLP)</p>  <p>Shavington Primary School Spring Term Minutes – Part I</p>	 <p>Shavington Primary School</p>
<p>Date: Wednesday 15th January 2025 at 4:00pm at the school</p>	
<p><u>Governors present:</u> Sean Houlston (SH) – Governor - Chair Andrew Hendrie (AH) – Governor Jenny Hughes (JH) – Governor Grace Johnson (GJ) – Parent Governor Claire Standley (CS) – Parent Governor (via TEAMS)</p>	<p><u>In attendance:</u> Jo Young (JY) – Headteacher Amy Brock (AB) – Deputy Headteacher Jay Smith (JS) – School Business Manager Dr Allan Howells (DAH) – TLP</p> <p>Clerk: Sharon Dutton (SD) – TLP</p>
<p>The following documents were uploaded onto GovernorHub in support of the meeting:</p> <ul style="list-style-type: none"> • LGB Minutes Autumn Term 25-09-24 • Headteacher's Report Spring 1 2025 • ROV 23-10-24 • School Improvement Plan 2024/2025 • SEF – summary 2024/2025 • Insight - Attendance • Data Report - Nursery – Autumn 2024 • Data Report - Reception – Autumn 2024 • Data Report - KS1 – Autumn 2 2024 • Data Report - LKS2 - Autumn 2024 • Data Report – UKS2 – Autumn 2024 • Geography Curriculum Visit Report (SH) • School Learning Environment Visit (SH) • Safeguarding Report to LGB – 15-01-25 • Policy – Bullying Prevention • Policy – Suspension & Exclusion • Policy – Class Allocation and Transition • Policy – Supporting Pupils with Medical Conditions 	
<p>Governance and Administration</p>	
<p>1. <u>Welcome, Quoracy, Apologies and Declarations</u> The meeting opened at 4:00pm and SH welcomed everyone to the meeting. The meeting was confirmed quorate and there were no apologies.</p> <p>2. <u>Minutes of the Last Meeting and Matters Arising</u></p> <ol style="list-style-type: none"> The Minutes of the LGB meeting held on 25th September 2024 were approved and will be uploaded onto GovernorHub. There were no matters arising. The action log from 24.04.24 was confirmed cleared or superseded. 	

UPDATE ON ACTION LOG FOR MEETING 27.06.24

Minute Ref	Action	By whom	By when
Page 4, Item 5	Visit the school in the new term and talk to the History (a priority) and Geography leads and listen to pupil voice. Any available governors available are invited to join him.	SH/All	COMPLETED
Page 5, Item 6	Present Admissions and Pupil Numbers with comparative figures in the next HT report.	JY	COMPLETED
Page 5, Item 6	Clearly summarize the Attendance 360 information in the next HT report.	JY	COMPLETED
Page 5, Item 6	Governors to visit the school and interview staff to see how persistent absenteeism was being analyzed and proactively dealt with.	All	COMPLETED
Page 7, Item 13	Give feedback on the recent staff survey.	TRUST	COMPLETED

UPDATE ON ACTION LOGO FOR MEETING 25.09.24

Minute Ref	Action	By whom	By when
Page 2 item 5	Approach any suitable parents within her contacts regarding governing board membership and report back at the next meeting.	CS	SUPERSEDED
Page 2 item 5	Include an article in the next school newsletter explaining the role and rewards of being a school governor and celebrating those already serving.	JY/JS	ONGOING
Page 2 Item 5	Research other school/Trust websites and their written approach to governor recruitment and report back.	JS	SUPERSEDED
Page 3 item 6	Email governors individually regarding link roles and any training required.	SH	After meeting
Age 3 item 6	Upload all monitoring visits reports onto GovernorHub	ALL	COMPLETED
Page 5 Item 7	Organise a data analysis event in the first term of 2025.	SH	ONGOING
Page 6 Item 10	Submit a 360 report on absenteeism for the next LGB meeting.	JY	COMPLETED
Page 6 Item 10	Governors offered to provide a point statement regarding unauthorised absenteeism. UPDATE: JS confirmed that parents have seen the issue discussed in the national press and therefore no statement is required at this time.	ALL/JS	SUPERSEDED

3. Membership Update

SH introduced new governor JH from Shaw Academy to the LGB, and introductions were made around the table. He informed governors that Amaka Lawton had resigned from the LGB due to work pressures and that a letter of thanks had been issued. SD confirmed that there were vacancies for 4 appointed governors. CS confirmed that after some consideration she would not be renewing her Term of Office as a Parent governor which would mean an additional Parent Governor vacancy at the end of the academic year. SH expressed his disappointment but thanked CS for her valuable contribution to the LGB. AH reported that he had renewed his request with Governors for Schools which was proving successful elsewhere within the Trust.

Strategic Direction and Progress Against Priorities**4. Headteachers Report and SIP**

The headteacher had outlined on Page 4 of the HT report the following key areas for development as outlined in the recent Ofsted report:

- In a small number of subjects, the school has not identified the knowledge and skills that pupils should acquire and when this should be taught. This makes it difficult for teachers to check whether pupils have understood and remembered their learning over time.

SH confirmed that he had visited the school and was satisfied with what the History and Geography leads had achieved since the inspection by identifying golden threads running through the curriculum. These will be launched in September 2025.

- A number of parents feel that the communication from the school could be improved which is placing a strain on the relationship that some parents have with the school. The school will continue to work with parents to increase the relevance, timeliness and effectiveness of existing communication.

JY confirmed that a huge effort had been made by the school in this area and that positive feedback had been received as part of the survey carried out in September 2024. In addition, parish council relationships had improved.

JY presented the School Improvement plan 2024/2025 which is to be a working document to include updates on impact (quantitative). She commented that the main impact she was hoping to achieve was that of improving the “culture” of the school and the mindset that “okay” is not good enough. The intention is to probe why pupils are not attaining the standard they should be.

Governor question:

How is the impact of, for example, the Quality of Education, going to be measured?

JY Response:

At the next Heads meeting to be held during the following week, she will be seeking clarification of what the Trust is expecting in this area.

Governors observed that with regards to pace of change, they agreed that it was important the curriculum does not change too rapidly and only to implement the golden threads and approved the timing of this.

Governor question:

How will we know if the fine tuning of the curriculum has been a success?

JY response:

This will form part of the monitoring process. There will be an emphasis on retrieval with, for example, public and self quizzes and the use of SHOWBIE.

Governor question:

Will staff require retraining for this process?

JY response:

The staff CPD calendar is aligning well with the SIP, so staff already know what to expect. SH confirmed that he had met with the Geography lead and was satisfied that staff knew what to expect and were reacting positively.

Governors observed that it was good the school was now teaching upwards and not downwards. JH suggested that Shavington Academy and Shavington Primary schools work collaboratively with the Geography and History leads working together.

ACTION: JH to arrange a meet-up between the Geography and History leads to map out a framework for collaboration.

Governor question:

How is pupil voice to be assessed?

JY response:

Specific knowledge questions will be asked during quizzes and the answers carefully assessed.

Education

5. Pupil Numbers

The school is currently running at full capacity with 437 currently on roll including 39 in nursery (updated from 28 in the report). There are only three members of staff in Nursery and there is therefore a business case for employing an additional member of staff and applicants may have to be sent away. For the first time the school is oversubscribed in the first year due to growth in the area which is driving up numbers. Whilst this is positive news for the school, there is no new school planned in the area which will increase the pressure on Shavington with regards to appeals paperwork. In addition, the demographic of the area means there is a high incidence of SEND coupled with the school's good reputation for dealing with SEND pupils. This will also impact on the budget and data.

Governor question:

There had been previous discussions around capping Year 4. Have we reached this stage yet?

JY response:

No, there are still a few places available in Year 4. The maximum capacity of the school is 420 (not including Nursery) and is currently at 412. The available places are in Years 5 and 6.

Governor question:

Is the school aware of pupil SEND issues before they are admitted to the school?

AB response:

In theory, yes, because they will previously have been in Nursery and conversations will have taken place with the parents but in reality, pupils can appear unexpectedly with little or no paperwork.

Governor question:

The increase from 9% to 13% of pupils designated Pupil Premium is noted. What impact does this have on the school and how do these numbers compare to the national figures?

JY response:

Apart from additional funding, the school is coping and scaling up existing interventions. Pupil Premium figures is below national, and SEND is above national.

A discussion took place around Resourced Provisions (RP) whereby officials were directing applicants to the school due to its good reputation and the school was finding it hard to turn these pupils away. This discussion also covered those pupils who have an ECHP or are LAC but are out of area and whether they “trumped” catchment. JY confirmed that only those with an ECHP would be accepted over catchment and that the school was carefully following the admissions code.

6. Attendance

JY confirmed that when her report had been written attendance was at 96.7% but had improved to 98.1%. The school had recently conducted a deep dive into attendance with AB leading the way. The school had been hit in the Autumn term by a high level of illness but that holiday requests were dropping or being limited to one or two days either side of the holiday period.

Governor question:

What does a deep dive into attendance consist of and are there any discernible patterns?

AB response:

The deep dive consists of analysis of processes and case studies, an inspection of persistent absentees, family assessments and actions taken. There is a pattern of behaviour around holidays, but sickness also causes unpredictable peaks.

ACTION: JY to share the latest deep dive report on absenteeism at the next LGB meeting.

JY also explained the difference between authorised absences (illness) and unauthorised absences (holidays in term time) and explained that absence could also be recorded when a pupil arrives at school after the register is closed. She confirmed that she is reluctant to give out awards for attendance but would rather work with the families to try and resolve the issue. This involves improving communication with parents and keeping accurate records on improvement or deterioration.

7. Rewards and Behaviour

JY reported that behaviour was improved but could be better and was dependant on individual teachers, some of whom she was currently working closely with. Behaviour had been a discussion in INSET. According to her report, the children had come back at the beginning of the year very settled, staff had been consistent and movement around school was calm and orderly. This focus had helped with incidents following unstructured times. There had been no suspensions and the relationship between the staff and the pupils was a huge strength within the school.

Governors ascertained that a recent complaint had been resolved and there had been no follow up requested. The most recent newsletter had been sent out to parents with JY asking their opinion on the proposed “star of the week” award. The response had been mixed with an almost 50/50 split so the SLT had decided that more work was required on this initiative, and nothing would be rolled out before the end of the academic year. Postcards home was to be continued along with the Headteacher’s award.

JY explained to the governors how the rewards system worked. Parent governor GJ confirmed that parents were happy with the increase in parental surveys as they felt they were being listened to due to the school actioning their requests. JY confirmed that confidence in the school was high and that there was more trust between the school and the parental body.

Governors commented that staff seemed a lot more settled which was having a positive effect on the staff and that the improved structure and consistency within the school had encouraged calmness. Communication within the school had improved as well as between the school and parents.

8. Progress & Attainment (including groups)

JY reported that at present there was no access to FFT. The significance of FFT data used for target setting was explained to governors. JY brought the governors' attention to the data reports which she had uploaded onto GovernorHub with an emphasis on Year 5 and 6 data. Predicted writing marks were erring on the side of caution (exacerbated by the recent Cheshire East moderation) and a tweak to the selection of offered texts was required. SEND in Year 5 was the highest in the school and tutor time was being used to work within this year. She observed that there was a high number of part time staff in Years 5 and 6.

Governor question:

It is difficult to drill down what the data is telling us due to the differing cohorts and times of the year. Would it be possible to see a "progress matrix" in order to read the data more effectively?

JY response:

This is possible. However, AH cautioned governors in overinterpreting data or inspecting it in too much depth. He did agree that governors needed to understand what they were looking at with the data and that consistency was required for adequate comparison.

ACTION: JY and SH to coordinate a date for a data analysis event in the first term of 2025.

CS congratulated the school on the Year 6 staff who were supporting the class very well in terms of welfare and mental wellbeing. SATs had been conducted in a relaxed manner and staff were to be congratulated on how they had guided pupils through the process. JY agreed to pass this on. AH suggested that a survey be conducted with pupils on how they felt about the experience before and after the SATS to gain an understanding of the success of the undertaking.

ACTION: JY to include a section in her next Headteachers report on Year 6 transitioning.

A discussion ensued around progress with regards to SEND. AB is keen to gather some soft data (e.g. emotional and social information) which is often overlooked. She observed that reviews and support plans are in place for all SEND pupils, but the data is lacking on the response to these interventions, and she is investigating ways to measure this progress socially e.g. concentration and interaction levels.

A further discussion took place around the issuing of school reports, their focus and effectiveness. JY acknowledged that in previous years these had been weak and that it was a difficult balance to manage staff workloads with information issued to parents in this area.

SH had conducted a SEND visit with a report to be uploaded onto GovernorHub after the meeting. He observed that the paperwork which AB and her team were working through was enormous and hoped that the Trust was supporting all SEND teachers in this area. He also asked what future planning was being done by the Trust in the area of SEND. AH agreed that the Trust needed to be approaching SEND in the same way as it was Safeguarding and would report back to the Trust on this. Collaborative work needed to be carried out between SEND leads.

ACTION: AH to engage with the TRUST on SEND reporting.

9. Link Governor Monitoring

A variety of visits had been conducted by governors and their reports uploaded onto GovernorHub. These included a walk-about inspecting the premises. JS's digital innovation presentation was seen as particularly impressive.

10. Pupil Premium

- a) Governors confirmed that the Pupil Premium strategy statement for 2024/2025 had been updated on the school website on 19th November 2024.
- b) As per Part B of the statement, planned spending for 2022/2023 had had the following impact:
 - Attainment for the 8 disadvantaged pupils in Year 6 was above national for this group.
 - All PP pupils accessed a wide selection of clubs (with 100% pupils accessing at least one club) and trips and had the opportunity to attend funded music lessons.
 - Access to BASC assisted parents in crisis.
 - Pupils benefited from ELSA interventions.
 - Additional investment into TA training has improved quality of interventions.
 - Investment in counselling sessions continued to have a positive impact.

Attendance continues to be a target area for disadvantaged pupils.

Welfare

11. Safeguarding

The TLP school's Safeguarding report to the LGB had been uploaded onto GovernorHub. There are three main issues currently causing an increase in contact with social care: acrimonious relationships, domestic violence and alcohol abuse. The Personal Development (PD) curriculum will focus on these issues.

CS reported that she had conducted a Safeguarding visit on 29th November with AB and JS in attendance as JY was unavoidably called away to Daven Primary School. CS confirmed she would return and complete the visit at a time convenient for JY and AB and upload her report.

12. Wellbeing and Welfare – Students

The following updates were reported on Page 11 of the Headteacher's report:

- The school continues to engage with external agencies such as CLASP, Visyon, CAMHS, Family Ties, Therapists and Family Help and Social Workers with interventions. Recently the school has started working with a mentor via Virtual School as well as a Dyslexia Specialist Tutor.
- OPAL project work continues to develop areas of the grounds. Resilience is a focus with pupils especially during the tougher weather.
- ELSA intervention for the autumn term has been reviewed –an assessment has been purchased for the start and end of the intervention. This allows the ELSAs to evaluate impact and progress. More ELSA time would be beneficial.
- Vulnerable Children's List is being regularly reviewed with Mental Health being included.
- DSL, DDSLs, Mental Health Lead, BSM, Attendance Lead and SENCo continue to work closely together to track individuals.
- SENCo/Mental Health Lead are meeting with teachers termly to review classes and includes wellbeing.
- SENCo surgery drop-in sessions were scheduled last half term to allow teachers to seek support or help with individual children.

AB commented that more capacity is required for TA training.

Governor question:

What is happening to those vulnerable pupils who are, for one reason or another, not part of these intervention projects?

JY response:

Staff are well trained to pick up changes in children's behaviour and children have been strongly encouraged to talk to staff if they have any issues. The increase in disclosures between children and staff proves this is effective.

13. Wellbeing and Welfare – Staff

The following actions were reported on Page 12 of the Headteachers report:

- Continuing to update the staff meeting agenda and share this with staff in advance.
- Aiming to agree dates with FOSP well in advance to share with staff – will replace events with staff meetings.
- Trialling of a new PPA system – full day two weekly rota. Those who prefer half day weekly have kept this.
- Feedback via SLT member is discussed at SLT meetings from their teams.

- SLT members will discuss new initiatives at their Key Stage meetings and feedback to management before a decision is made.
- Subject leader time is provided to allow staff to complete monitoring.
- Additional time is provided where there are high levels of SEN or additional workload/project work.

In addition, JY reported that staff contributions were being acknowledged in newsletters to parents. SH and AH confirmed that their communications with the staff body were generally positive. The Trust CEO had conducted a cultural visit to the school to ascertain roles and responsibilities and the staff handbook had had a favourable impact. Governors congratulated the school and the Trust on their achievements in this area.

Local Matters and Stakeholder Engagement

14. Local Policy Approval

- a) The following policies had been uploaded for the governors consideration:
- Bullying Prevention – a few amendments required
 - Suspension & Exclusion – awaiting approval from Trustees
 - Class Allocation and Transition – this is a new policy in response to a parental complaint
 - Supporting Pupils with Medical Conditions – approved with one amendment

In addition, governors approved the following policies:

- Remote learning
 - E-Safety
- b) Governors confirmed receipt of the following Trust policies:
- Equality information & objectives
 - Serial & unreasonable complaints

15. Governor Training update

- a) Governors were reminded to complete mandatory training on Prevent & Safeguarding and to upload their certificates onto GovernorHub.
- b) Governors were informed that the next round of training would be for the Summer term and would cover Suspensions and Exclusions.

16. Stakeholder Engagement - Parents/Carers

- Results of the parent survey carried out in November 2024 had been uploaded onto GovernorHub. The highlight of this survey was that 161 out of 165 parents agreed they would recommend the school to another parent.

17. Stakeholder Engagement – Wider Community

- The school hall has been hired out to a company running pickleball classes. This will generate income for the school.
- Parish council support to clear wildlife area Dec 2024
- Choir singing at SA Christmas concert, Alexandra Mill and Hickory's
- Remembrance Day participation

18. Communication to Trust

Nothing to report.

19. Communication from Trust

DAH reminded governors to complete the Equality and Diversity survey if they have already not done so. He explained that responses will form part of a Trust-wide strategy for inclusion.

20. AOB

Governors asked for an update on the success of OPAL. JY reported that it was going well, that an action plan was in place for its implementation but that more staff training and awareness was required. It was anticipated that some of the hall lease funds would be utilised to improve required equipment.

Date and Time of Next Meeting: Wednesday 23rd April 2025 at 4:00pm Meeting Closed at 6:05pm

Minutes approved:

Date:.....

ACTION LOG FOR MEETING 15.01.25

Minute Ref	Action	By whom	By when
Pg 3, Item 3	Arrange a meet-up between the Geography and History leads to map out a framework for collaboration.	JH	After meeting
Pg 4, item 6	Share the latest deep dive report on absenteeism at the next LGB meeting	JY	23.04.25
Pg 5, item 8	Coordinate a date for a data analysis event in the first term of 2025.	JY/SH	After meeting
Pg 5, item 8	Include a section in her next Headteachers report on Year 6 transitioning.	JY	23.04.25
Pg 6, item 8	Engage with the TRUST on SEND reporting.	AH	After meeting