

**Minutes of a Meeting of Daven Primary School**  
**Local Governing Board (LGB)**  
**Date: Tuesday 17<sup>th</sup> September 2024 at 3:00pm in person at Daven Primary School**

Governors in Attendance:	Mark Hill (MH)	Chair of LGB
	Glenn Williams (GW)	Appointed Governor
Others in Attendance:	Michael Shaw (MS)	Interim Headteacher
	Sarah Lomas (SL)	Clerk, TLP Trust
Apologies:	David Whitewright (DW)	Appointed Governor
	Rob Moreton (RM)	Appointed Governor
	Allan Howells (AH)	Director of Quality, TLP

**PART ONE: NON-CONFIDENTIAL BUSINESS**

The meeting commenced at 3:04pm.

ITEM		ACTION
	<b>GOVERNANCE AND ADMINISTRATION</b>	
1.	<b>Governors were welcomed to the meeting.</b>	
2.	<b>Staffing Update</b> MS was introduced to governors and the leadership position of the school was confirmed. JG has now commenced maternity leave and MS has been appointed as interim headteacher.	
3.	<b>Quoracy, Apologies and Declarations</b> The meeting was not quorate, but the decision was taken to hold the meeting to enable discussions to take place.  Apologies were received and accepted from the following governors: <ul style="list-style-type: none"> <li>DW</li> <li>RM</li> </ul> The following declarations were made by governors: <ul style="list-style-type: none"> <li>GW is a governor at Eaton Bank Academy.</li> </ul> There were no anticipated conflicts of interest with the business of the meeting raised by governors.  Governors raised the recent notification regarding annual training requirements and suggested that this message should have been issued at the same time as the message regarding annual confirmations and declarations. Governors requested that the clerk check the requirements for safeguarding and Prevent if these courses have been undertaken recently. <b>ACTION:</b> Confirm the frequency for mandatory training with governors.	<b>Clerk</b>
4.	<b>Minutes of the last meeting and Matters Arising</b> The minutes from the meeting on 20.06.24 were confirmed as a true and accurate record of proceedings. Governors recommended the approval of the minutes. <b>ACTION:</b> Seek written confirmation of approval of the minutes from absent governors and upload and mark as signed once confirmed.	<b>Clerk</b>
5.	<b>Compliance</b>	

ITEM		ACTION														
	<p>It was confirmed that the majority of governors had completed their annual declarations and confirmations. It was agreed that MH would follow up with RM on how to access and complete these requirements.</p> <p><b>ACTION:</b> MH to liaise with RM regarding completion of the online confirmations and declarations.</p>	MH														
6.	<p><b>Membership and effectiveness update</b></p> <p>a) Governors discussed the following vacancies on the Board:</p> <ul style="list-style-type: none"><li>3 x appointed governors It was confirmed that the Trust had approved the appointment of Helen Moreton as an appointed governor and the relevant checks were underway to complete the appointment process. MH notified governors that he had been in contact with a candidate with an education background and recent experience working with disadvantaged children and is currently liaising with the Trust regarding appointment. A further candidate is also in discussions with Trust and this candidate is a former headteacher. A conversation has been scheduled between the candidate and AH later this week to progress matters.</li><li>2 x parent governors. The requirement for a parent governor election was discussed and it was agreed that staff would be briefed to communicate potential candidates for the Headteacher to approach and discuss the role further. <b>Q: Do parents understand the role of governors? It may be that a parent does not have an existing skill set to fill a requirement, but existing governors could develop their skills and invest in them which could benefit the wider parent community.</b> <b>A:</b> It is important to balance the risks of appointment in terms of the suitability of candidates but there is the argument that this risk needs to be taken and the reward could be significant. The importance of parent representation on the Board should be retained and the new parent cohort should be explored. <b>ACTION:</b> Staff to reach out to parents including new parents to explain the governor role and gauge interest. <b>Governor Comment:</b> There is a difficulty where there is a low number of governors which means that quoracy is compromised and the workload for governors in post can be excessive.</li></ul> <p>b) Governors confirmed the appointment of Helen Moreton as an appointed governor for a four-year term of office commencing from 01.09.24 – 31.08.28.</p> <p>c) There were no terms of office due to expire before the next meeting.</p>	MS														
7.	<p><b>Annual tasks</b></p> <p>a) The appointment of MH as Chair of the LGB for a one-year term of office was confirmed as approved by the Trust Governance Committee.</p> <p>b) Link governor roles were confirmed as follows:</p> <table><tr><th>Link Role</th><th>Governor</th></tr><tr><td>Safeguarding</td><td>MH</td></tr><tr><td>Behaviour</td><td>GW</td></tr><tr><td>Maths</td><td>GW</td></tr><tr><td>Sustainability</td><td>GW</td></tr><tr><td>SEND</td><td>RM</td></tr><tr><td>Literacy</td><td>Vacant</td></tr></table>	Link Role	Governor	Safeguarding	MH	Behaviour	GW	Maths	GW	Sustainability	GW	SEND	RM	Literacy	Vacant	
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	<table><tr><td>EYFS</td><td>Vacant</td></tr><tr><td>Confirm other priority areas</td><td>TBC</td></tr></table>	EYFS	Vacant	Confirm other priority areas	TBC		MH
EYFS	Vacant						
Confirm other priority areas	TBC						
	<p>It was confirmed that MH has undertaken a recent safeguarding link visit and will be preparing a report to share with governors.</p> <p><b>ACTION:</b> MH to forward safeguarding visit report to the clerk for circulation.</p>						
	<p>It was commented that the visit was very useful, and MH was able to speak with relevant staff to obtain additional information. Governors noted that different staff within the school hold different responsibilities in relation to safeguarding and the school has a significant caseload to manage which warrants the appointment of a Designated Safeguarding Lead (DSL) and a Deputy Designated Safeguarding Lead (DDSL). Governors <b>queried</b> whether the DDSL receives enough support in their role and suggested that they should be invited to the Trust DSL meetings to receive this additional support and that there could potentially be a DDSL meeting set up between other schools to share information and best practice. Governors were informed that the most significant safeguarding risk in school is neglect and the school’s use of the Cheshire East screening tool has identified a number of cases. The challenge for the school is to ensure that staff do not overlook signs of neglect but work with families at the earliest point when signs are identified.</p>						
	<p><b>Q: Does the school feel that there are instances where cases have been missed or not reported?</b></p> <p>A: Staff undertake all the required safeguarding training but there potentially does need to be more of a focus on neglect specifically and ensuring that staff are mindful of this at all times. Undertaking training does not necessarily lead to increased reporting and it is important to ensure that no-one assumes that someone else has reported an issue but that all staff report any areas of concern.</p>						
	<p>It was highlighted that during the link visit the DSL and DDSL did not have the data from the local authority designated officer (LADO) reports available. MS confirmed that the information was included within the HT report and would be included as an overview at each LGB meeting going forward.</p> <p>GW had undertaken a behaviour visit at the beginning of the autumn term and a report will be circulated to governors once completed. It was commented that it was positive to tour the school and observe behaviour and be able to compare with the school environment from 18 months ago. The positive change is noticeable. There have been challenging conversations with staff around the consistency of application of behaviour management strategies and emphasising the importance of this. There was a real sense of consistency across the school during the visit. MS confirmed that once overall behaviour has been rated as good which it now has, the school can move to the specific are of behaviour for learning because the overall good behaviour across the school enables the right environment for learning.</p> <p>Governors expressed their acknowledgement and appreciation for the work that the school has done and continues to do in this area.</p>						

ITEM		ACTION
	<p>MH confirmed that he would speak with RM regarding setting up a SEND link visit.  <b>ACTION:</b> Liaise with RM regarding a SEND visit.</p> <p>It was confirmed that new governors appointed will be consulted and appointed to vacant link roles in due course.</p> <p>GW confirmed that in terms of his sustainability link role he is currently undertaking research at this stage by reviewing practices in other schools and then will conduct a school visit to compare. It was also noted that the Trust have a sustainability strategy working with Chester Zoo.</p> <p>c) Consideration was given to the link governor monitoring schedule for 2024-25. It was agreed that safeguarding visits would take place 3-4 times per year in addition to the Trust safeguarding visits. Termly visits for other link areas were encouraged.  <b>ACTION:</b> MS to liaise with staff regarding availability.  <b>ACTION:</b> MH and MS to draft a monitoring schedule for 2024-25 and circulate to governors.</p>	<p><b>MH</b></p> <p><b>MS MH/MS</b></p>
	<b>STRATEGIC DIRECTION AND PROGRESS AGAINST PRIORITIES</b>	
8.	<p><b>Ofsted preparedness</b>  The school provided an update on the areas for improvement (AFI).  <u>AFI 1 Reading</u>  Ofsted identified that children were not becoming fluent readers quickly enough and the school confirmed that since the Ofsted inspection, significant progress has been made in this area. The school have utilised support from the Lacey Green Literacy Hub. Weekly comprehensions sessions are now undertaken across all year groups. There is a Voice 21 Oracy project underway which comprises a range of tasks on a daily or weekly basis to develop comprehension and vocabulary.</p> <p><b>Q: Are there any areas of reading which the school still views as requiring improvement?</b>  <b>A:</b> Fluency is the main area for continued work. There are improved resources within the library and there has been an increase in fluency seen in some areas, but this now needs to be embedded across all areas. It is essential that the staff phonics lead has release time to review how phonics is being taught across the school and enable staff to be coached in areas of improvement. There was a significant amount of observation and coaching last year but the phonics lead is currently in class and the release time is being reviewed at present. For all Year 2 pupils who did not pass the phonics check, interventions are in place including fast track tutoring and Speedy Phonics. The school highlighted that there are a number of upper key stage 2 children who have gaps in phonics knowledge and the school has a package in place to support these pupils.</p> <p><b>Q: How does the school seek out the right interventions and check that they having the right impact?</b>  <b>A:</b> There have been a range of interventions introduced in the school over time, some have been government directed and some from Headteachers. The current interventions in place have been chosen by the current headteacher and reading leads from evidence-based interventions that have a track record of positive impact for pupils.</p> <p><b>Q: How does the impact correlate with students in any given cohort?</b></p>	

ITEM		ACTION
	<p><b>A:</b> The impact needs to be evidenced in the results and if improvements are not being seen, the school must reflect and review how the interventions are being delivered and whether any changes are required to the teaching or the intervention itself. In phonics, the use of Read, Write Inc is showing a positive impact with the majority of pupils having passed the phonics check and those that did not pass were identified SEND and therefore would have struggled to pass despite the interventions.</p> <p>Governors <b>requested</b>, with regard to interventions that are being used each year, that a tracker be put in place to monitor what is being used and how often interventions are changed. It was highlighted that governors need to understand what the baseline data for pupils is and to receive data to demonstrate progress.</p> <p><b>ACTION:</b> Set up a tracker to monitor the interventions being used and dates of introduction.</p> <p>The school responded that this data along with information on current interventions and timelines could be provided. The main outcomes in Key Stage 1 are from the phonics screening check. There were 24 pupils in Year 1 and three pupils did not sit the test, two pupils were EAL and one was absent and taught at a lower stage due to SEND.</p> <p>Governors <b>requested</b> that the above data relating to numbers of pupils and reasons for not passing the check be included within the HT Report going forward when reporting results.</p> <p><b>ACTION:</b> Include information regarding data for pupils who did not sit or pass the tests be included in future results reporting.</p> <p>Governors <b>challenged</b> that given EAL was an identified need that prevented pupils from passing the phonics check, it needs to be considered what is the school doing to improve the language skills and meet the needs of these pupils and the school must be able to demonstrate what has been done to provide additional support to these pupils and provide this information to governors.</p> <p><b>Governor Comment:</b> Reading has been a significant focus in school and it would be useful for governors to have additional data on what the school has implemented to improve outcomes.</p> <p><u>AFI 2 – Staff not providing enough opportunities for children to recap learning.</u></p> <p>All teachers now use flash back 4 at the start of lessons. The school use proven methods from the Education Endowment Foundation (EEF) to support this work and there are curriculum workbooks for pupils now in place. Previously planning was not consistent and there were minimal links made to prior learning. The school use the Kapow scheme for foundation subjects but have adapted this for Daven pupils. The changes made have also improved workload for staff and are sequential. The changes have not yet been rolled out across all subjects, but this will be completed over time.</p> <p><u>AFI 3 – Assessment Strategies</u></p> <p>The school has embedded assessment using NFER, previous SATs papers and end of unit tests providing staff with many opportunities to assess learning retention. There are also termly pupil progress meeting in place.</p> <p><b>Q: What format do the pupil progress meetings take?</b></p>	<p><b>MS</b></p> <p><b>MS</b></p>

ITEM		ACTION
	<p><b>A:</b> Teaching staff meet with the Headteacher or phase leaders to review children's progress to ensure that any issues are identified and addressed. This includes reviews of books and assessment data for example. The school use the Insight package to record all assessment data.</p> <p><u>AFI 4 – Behaviour</u></p> <p>Ofsted identified that some pupil's behaviour was disrupting other pupils' learning. There have been significant improvements in this area and this has been evidenced through pupil voice, staff voice, quality assurance reports and governor visits/feedback. There have been a small number of incidents where pupils do not want to return to the classroom and remain in the corridor, but this is well managed and is not disrupting other pupils. It was also emphasised that the start of the autumn term following the long summer break can impact pupils who may have had negative experiences whilst out of school.</p> <p><b>Q: When does the school think the requires improvement grade will change?</b></p> <p><b>A:</b> In terms of the quality of education grading, it is likely that the school will regrade this as good by the end of this academic year. The school anticipates that the first Ofsted monitoring visit will be an overall grade of requires improvement this term, but the school will be able demonstrate progress towards good. In terms of leadership and management, this is multifaceted relating to both governance and leadership. It is essential that the Board is strengthened in numbers and that link governors understand their roles and responsibilities. In terms of leadership, there have been improvements in the arrangements for middle leadership but additional work needs to be done on the distribution of leadership within school.</p> <p><b>Governor Comment:</b> There is a lot of work being undertaken by governors and changes have been embraced by the Board. New skills are being sought during recruitment to strengthen the Board.</p> <p><b>Q: What is the planned work regarding leadership within school?</b></p> <p><b>A:</b> An application has been made to the Trust to appoint SLT members on the leadership scale in order to delegate more responsibility and reduce teaching time to focus on areas of improvement.</p> <p>Governors <b>queried</b> whether this approach would be viewed as sustainable in the long term by Ofsted. The school responded that if the leadership in the school can be better distributed, that this would be overall a more sustainable approach. One main issue with leadership is the changes that have occurred in staffing which has resulted in changes to strategies, and stability is required to ensure progress and provide the ability to embed the changes. The school are confident in being able to demonstrate progress.</p>	
9.	<p><b>Self-Evaluation Form</b></p> <p>The self-evaluation form was discussed under part 8 of this meeting and the grades remained unchanged from the previous LGB meeting:</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>	
10.	<p><b>School Improvement Plan (SIP)</b></p>	

ITEM		ACTION
	<p>Governors noted that the yellow areas highlighted on the document represent the key priorities which are the main focusses for school. The key priorities were outlined as follows:</p> <ol style="list-style-type: none"> <li>1. Adaptation of the curriculum for SEND pupils It has been identified that the journey for SEND pupils is not always as robust as it is for non-SEND pupils.</li> <li>2. Writing Curriculum To ensure that a cohesively planned writing curriculum is in place. The school has sourced a new scheme called Talk for Writing and staff have received training along with ongoing additional support provided by the staff lead to enable staff to deliver the new curriculum. The scheme will provide pupils with the skills they need to write a wide range of genres and enable them to differentiate between the genres.</li> <li>3. Behaviour and attitudes The main target in this area is to ensure that high expectations are set by staff and met by pupils. It also a target to provide zones for regulation and enhanced playtimes.</li> </ol> <p><b>Q: How will the school provide enhanced playtimes?</b>  <b>A:</b> It has been identified that when there is no structure or activities during playtimes, there can an increase in behaviour incidents. Therefore, having activities and resources available for children to create play opportunities and enable staff to lead games for example will help develop children's social and conflict resolution skills along with building teamwork skills.</p> <p><b>Governor Comment:</b> There should be external organisations who can support schools with such developments.  <b>ACTION:</b> Investigate any external support and/or resources available to support playtime games and activities.</p> <p>The school commented that it is important to provide pupils with the skills and opportunities to communicate with each other effectively. A tag rugby club has been introduced and whilst initially numbers were small, membership has grown each week and it is hoped that this could develop into external competition opportunities.  <b>Governor Comment:</b> These actions are all positive steps that the school is taking to develop life skills for pupils.</p> <ol style="list-style-type: none"> <li>4. Developing the middle leadership subject lead training. This has included supporting the SENDCO to support the wider staff team to deliver for SEND pupils linked to key priority 1.</li> </ol> <p><b>Q: Why is the Early Years target regarding the nursery not a main priority given the importance of providing a successful transition into Reception? It could be argued that this is the most important target as it is fundamental.</b>  <b>A:</b> The nursery can be added as a main target as the actions being undertaken are working towards meeting this target by the end of the academic year.  <b>ACTION:</b> Include the nursery as a key priority within the SIP.</p>	MS
	<b>EDUCATION</b>	
11.	<b>Admissions and Pupil Numbers</b>	



ITEM		ACTION
	<p>The school confirmed that there are 143 pupils on roll which is an increase of 9 on September 2023.</p> <p>There are 29 pupils in Reception.</p>	
12.	<p><b>Review of attendance for 2023-24</b></p> <p>Attendance currently stands at 92.3%. This figure includes is impacted by 3 pupils who are not attending full time. One pupil is in alternative provision and one is under social services care. It is important that parents understand that they must ensure their child attends school.</p> <p><b>Q: How can the school support parents to understand the importance of this?</b></p> <p><b>A:</b> The school have reported the children concerned to the Department for Education to inform them that these children are not in education and a further report could be issued.</p> <p><b>Governor Comment:</b> A further report would demonstrate action from the school to pursue persistent absentees.</p> <p><b>ACTION:</b> Follow up on persistent absentees with the DfE and through the ongoing internal processes and procedures.</p> <p><u>Suspensions and exclusions</u></p> <p>There has been one suspension issued this term for one day. This shows an improvement compared to last term but there needs to be a longer period of time elapsed to show a continued trend of improvement.</p> <p>Governors <b>requested</b> that a graph be provided to illustrate trends over time.</p> <p><b>ACTION:</b> Confirm a timeframe for measuring exclusions and suspensions and compile data within a graph to illustrate trends.</p> <p>There have been no incidents of racism, bullying or sexual harassment this term.</p>	<p><b>MS</b></p> <p><b>MS</b></p>
13.	<p><b>Review of 2023-24 progress and attainment including KS2 SATs results.</b></p> <p>The school confirmed that 59% of pupils reached the target good level of development (GLD) in Reception.</p> <p>Governors <b>requested</b> a comparison of this data nationally. The school confirmed that the data is 10% below the national figure of 69% however it was important to note the level at which children enter Reception at the school as this is well below average overall and therefore the context shows a significant improvement upon children's starting points.</p> <p><b>ACTION:</b> Include national data for all results to enable comparison and provide clarity going forward.</p> <p>67% of pupils passed the Key Stage 1 Phonics Check and by the end of Year 2 91% of pupils had passed.</p> <p><u>Key Stage 2 SATs</u></p> <p>Writing results were the lowest with 52% of pupils meeting expected levels and 0% greater depth.</p> <p>Maths is becoming a strength of the school with 86% of pupils reaching the expected level and 14% greater depth.</p>	<p><b>MS</b></p>



ITEM		ACTION
	<p>71% of pupils achieved the expected level in reading with 19% greater depth.</p> <p>The school confirmed that the overall performance is pleasing, and attainment is higher than some other primary schools in the Trust.</p> <p>It was highlighted that some cohorts have had high mobility which has impacted results and provides context to the data.</p> <p>The school suggested that it could be worthwhile to consider appointing a data governors who can review data in detail and produce a report for the Board.</p> <p>Governors <b>requested</b> data on other priority groups in terms of their progress and attainment including disadvantaged pupils, SEND, boys and girls.</p> <p><b>ACTION:</b> Include data on additional groups including data sorted by SEND, disadvantaged/PP and gender.</p>	<b>MS</b>
	<b>WELFARE</b>	
<b>14.</b>	<p><b>Safeguarding Update</b></p> <p>The school confirmed that Ofsted judged the school's safeguarding processes to be effective. The school continue to use CPOMS and a central Trust safeguarding review was recently completed. MH has also completed a safeguarding review as link governor for safeguarding.</p> <p>There have been four referrals since the last LGB meeting, and five cases have been referred to the integrated front door with five phone calls received to school from the integrated front door.</p> <p><b>Q: Would it be a concern where social care has contacted the school that this was not picked up by the school first?</b></p> <p><b>A:</b> Not necessarily, incidents may have occurred outside school. The school also receives calls from Operation Encompass which is police system whereby if the police are called to a domestic incident, they will inform the school following the incident along with children's services at the Local Authority.</p> <p>There are no live referrals for mental health issues at present.</p> <p><b>Q: Does the school still purchase services from SWaNS for counselling?</b></p> <p><b>A:</b> Yes, this service is provided as part of the membership of the Congleton Schools Partnership.</p> <p>There are 4 Child Protection cases live at present.</p> <p>There are no safeguarding concerns about staff and no allegations have been referred to the LADO.</p>	
<b>15.</b>	<p><b>Welfare and Wellbeing – Students</b></p> <p>Two children are currently on transition timetables.</p> <p>Year 5 have attended a trip to Parliament.</p> <p><b>Q: When did the Parliament trip take place?</b></p> <p><b>A:</b> In the summer term.</p>	

ITEM		ACTION
	<p>Governors <b>questioned</b> whether there was any publicity issued in the local press or on social media. It was <b>emphasised by governors</b> that a trip of this nature is positive and aspirational and a positive reflection of the opportunities available to pupils which should be celebrated. The school confirmed that there had not been any local press publicity for this but that there would be some pictures available that could be circulated on social media.</p> <p>Rock Kidz which is a musical themed external initiative in the form of workshops to support pupils wellbeing and PSHE provision has been booked for all year groups this academic year.</p>	
16.	<p><b>Welfare and Wellbeing – Staff</b></p> <p>The school has a new mental health lead (Gemma Moffatt). A wellbeing afternoon was held on the Inset day in September. SLT also ensure that the staff calendar is issued far in advance to enable staff to plan for events. A number of teaching staff have also been undertaking national professional qualifications (NPQs).</p> <p><b>Q: With regard to non-teaching staff, other than mandatory training for safeguarding for example, what other opportunities are available for support staff for their own personal development?</b></p> <p><b>A:</b> This may be role specific for example, the caretaker undertakes a significant amount of training specific to this role. Teaching assistants engage in a range of training opportunities some of which are optional. There are performance management meetings where development is discussed. In terms of midday assistants, the school can investigate the training opportunities available. Midday assistants have communicated that they do not currently have regular meetings, and this is an area the school are looking into. It is essential that all members of staff are given the opportunity to be heard and that there is a pathway for development in place for non-teaching staff as well as teachers. The Trust is currently working to establish networking groups of staff across the schools which will be a very positive step.</p> <p><b>ACTION:</b> Provide an update on the progress of the Trust wide staff networking groups.</p> <p>Governors <b>explained</b> that this issue being raised by the Board speaks to governors' awareness of the leadership and management improvements that need to be made. It is essential that all members of staff have the opportunity for development.</p>	MS
	<b>LOCAL MATTERS &amp; STAKEHOLDER ENGAGEMENT</b>	
17.	<p><b>Policies</b></p> <p>a) Safeguarding</p> <p>The safeguarding policy was not available at this meeting for review.</p> <p>A meeting was requested by the school to discuss policies and review schedules.</p> <p>It was confirmed that the Governance team are reviewing policies across all schools in the Trust and will be issuing a schedule for management purposes later this term.</p> <p><b>ACTION:</b> Meet with MS to discuss policies once the formal schedule has been prepared.</p> <p><b>ACTION:</b> Seek approval of the safeguarding policy by governors via written resolution.</p> <p><b>ACTION:</b> Add confirmation of approval of the safeguarding policy to the agenda for the next meeting.</p>	<p>Clerk</p> <p>Clerk Clerk</p>
18.	<p><b>Communication to the Trust</b></p> <p>There were no items highlighted for communication to the Trust at this meeting.</p>	
19.	<b>Communication from the Trust</b>	

ITEM		ACTION
	The Trust confirmed the date for the 2024-25 annual Governance Conference as Saturday 14 <sup>th</sup> June 2025. Further details would follow in due course.	
<b>20.</b>	<b>Part 2 - Update on Vale Junior project</b> The minutes for this item were recorded separately.	
<b>21.</b>	<b>AOB</b> There were no items of AOB raised for discussion at this meeting.	

The meeting moved to Part Two.

### ACTION LOG

Item No.	Action	Owner	Due date	Status
<b>3</b>	Confirm the frequency for mandatory training with governors.	<b>Clerk</b>	<b>Oct 2024</b>	
<b>4</b>	Seek written confirmation of approval of the minutes from absent governors and upload and mark as signed once confirmed.	<b>Clerk</b>	<b>Oct 2024</b>	Complete.
<b>5</b>	Governors to ensure all annual declarations and confirmations have been completed.	<b>All gobs as req.</b>	<b>Nov 2024</b>	
<b>5</b>	MH to liaise with RM regarding completion of the online confirmations and declarations.	<b>MH</b>	<b>Oct 2024</b>	
<b>6</b>	Staff to reach out to parents including new parents to explain the governor role and gauge interest.	<b>MS</b>	<b>Ongoing</b>	
<b>7</b>	MH to forward safeguarding visit report to the clerk for circulation.	<b>MH</b>	<b>Upon completion</b>	Complete. Uploaded and circulated on 28.10.24.
<b>7</b>	Liaise with RM regarding a SEND visit.	<b>MH</b>	<b>Oct 2024</b>	
<b>7</b>	MS to liaise with staff regarding availability for link visits.	<b>MS</b>	<b>Oct 2024</b>	
<b>7</b>	MH and MS to draft a monitoring schedule for 2024-25 and circulate to governors.	<b>MH/MS</b>	<b>Oct 2024</b>	MH and MS scheduled to meet after Oct half term to discuss.
<b>8</b>	Set up a tracker to monitor the interventions being used and dates of introduction.	<b>MS</b>	<b>Nov 2024</b>	MS to liaise with Amy Bates re setting up a tracker.
<b>8</b>	Include information regarding data for pupils who did not sit or pass the tests be included in future results reporting.	<b>MS</b>	<b>July 2025</b>	Going forward this will be added for SATs from summer 2025.
<b>10</b>	Investigate any external support and/or resources available to support playtime games and activities.	<b>MS</b>	<b>Nov 2024</b>	
<b>10</b>	Include the nursery as a key priority within the SIP.	<b>MS</b>	<b>Oct 2024</b>	Complete. Included within the EYFS section of the SIP.
<b>12</b>	Follow up on persistent absentees with the DfE and through the ongoing internal processes and procedures.	<b>MS</b>	<b>Ongoing</b>	Ongoing. Education Welfare Officer (EWO) visit taken place from LA.
<b>12</b>	Confirm a timeframe for measuring exclusions and suspensions and compile data within a graph to illustrate trends.	<b>MS</b>	<b>Nov 2024</b>	Agreed to compare to last academic year. Arbor report to be

Item No.	Action	Owner	Due date	Status
				included with LGB papers.
<b>13</b>	Include national data for all results to enable comparison and provide clarity going forward.	<b>MS</b>	<b>July 2025</b>	To be actioned in following KS2 results in summer 2025.
<b>13</b>	Include data on additional groups including data sorted by SEND, disadvantaged/PP and gender.	<b>MS</b>	<b>Jan 2025</b>	For termly assessments and national. First data to be included in Jan 2025.
<b>16</b>	Provide an update on the progress of the Trust wide staff networking groups.	<b>MS</b>	<b>Next LGB Nov 2024</b>	Update at LGB.
<b>17</b>	Meet with MS to discuss policies once the formal schedule has been prepared.	<b>Clerk</b>	<b>Oct 2024</b>	Meeting held on 22.10.24. Work ongoing.
<b>17</b>	Seek approval of the safeguarding policy by governors via written resolution.	<b>Clerk</b>	<b>Oct 2024</b>	Complete.
<b>17</b>	Add confirmation of approval of the safeguarding policy to the agenda for the next meeting.	<b>Clerk</b>	<b>Oct 2024</b>	Complete, included under Item 15a) of the agenda for the LGB on 26.11.24.