

Local Governing Board (LGB) to  
The Learning Partnership (TLP)



## Shavington Primary School Autumn Term Minutes – Part I



Shavington  
Primary School

**Date: Wednesday 8<sup>th</sup> October 2025 at 4:00pm at the school**

### Governors present:

Sean Houlston (SH) – Governor – Chair  
Kris Banks (KB) – Governor  
Kayleigh Goldstraw (KG) – Parent Governor  
Andrew Hendrie (AH) – Governor  
Georgina Horton (GH) – Governor  
Grace Johnson (GJ) – Parent Governor  
Simon Newton (SN) – Governor

**Apologies: none**

### In attendance:

Jo Young (JY) – Headteacher  
Amy Brock (AB) – Deputy Headteacher  
Jay Smith (JS) – School Business Manager  
Peter Allen (PA) - Observer

**Clerk:**

**Ruth Smith (RS) –Second2None**

### **The following documents were uploaded onto GovernorHub in support of the meeting:**

- LGB Minutes Summer Term 2 – 24.06.25 – agenda item 2
- Long Ofsted SEF 2025-2026 – agenda item 6
- Summary SEF 2025-2026 – agenda item 6
- School Improvement Plan 2025-2026 – agenda item 6
- School Improvement Plan 2024-2025 – agenda item 6
- 2024-2025 Data – agenda item 8
- HT Report – agenda items 9, 10, 11, 13, 14 & 18
- SEND Update – agenda item 10
- Safeguarding Report – agenda item 13
- Attendance Policy – agenda item 16
- Safeguarding Policy – agenda item 16

### **Governance and Administration**

#### **1. Welcome, Quoracy, Apologies and Declarations**

- The meeting opened at 4:00pm. Quoracy was confirmed. No declarations of interest were made.
- SH was confirmed as Chair of the LGB. He advised that he would be stepping down due to work and family commitments sometime during the academic year. Succession planning would be considered with the Vice Chairs.
- KB and AH were confirmed as Co-Vice Chairs of the LGB and would have their own areas of responsibility.

#### **2. Minutes of the Last Meeting and Matters Arising**

- a) The Minutes of the LGB meeting held on 23rd April 2025 were approved with no amendments. There were no matters arising.

**UPDATE ON ACTION LOG FOR MEETING 23.04.25**

Item	Action	By whom	By when
Pg 5, item 8	Supply a year-on-year trend analysis of PP numbers and attainment to support strategic planning.	JY	Ongoing
Pg 6, item 10	Conduct a safeguarding audit before the end of the summer term.	CS	CLOSED
<b>UPDATE: CS has left the LGB. New Safeguarding Governor to be appointed under agenda item 5.</b>			
Pg 7, item 12	Plan and implement a staff survey from the LGB accompanied by a Staff Voice visit.	SH	Ongoing
<b>UPDATE: SH had received a draft survey link from JY.</b>			

**UPDATE ON 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.	JS/SH	Ongoing
<b>UPDATE: Geography has taken place. History lead will present in September.</b>			
<b>UPDATE: History lead was unavailable to present to the LGB Autumn meeting.</b>			
Pg 5, item 8	Coordinate a date for a data analysis event in the first term of 2025.	JY/SH	COMPLETE
<b>UPDATE: This will form part of the Governor's conference in June 2025</b>			
Pg 6, item 8	Engage with the TRUST on SEND reporting.	AH	Ongoing
<b>UPDATE: This is an ongoing action within the Trust who are in the process of creating a consistent data tool for all Trust schools</b>			

**ACTION: Clerk to add History presentation to agenda for Spring meeting**

**UPDATE ON ACTION LOG FOR MEETING 23.04.25**

Minute Ref	Action	By whom	By when
Pg 2, item 2	Chase CS for Safeguarding Report	Clerk/CS	CLOSED
Pg 4, item 7	Add Staff Survey draft to agenda for next meeting	Clerk	COMPLETE
Pg 4, item 7	Send a draft survey link to SH	JY	COMPLETE
Pg 5, item 10	Upload link visit report onto Governor Hub (OPAL)	GJ	ONGOING
Pg 6, item 11	SEND to be included as separate item on future LGB agendas	Clerk	COMPLETE
Pg 6, item 12	Governors to communicate their preferred areas to the Chair	ALL	COMPLETE
Pg 6, item 12	Liaise in producing a calendar to coordinate link governor monitoring visits and ensure coverage across the year	Clerk/SH	ONGOING
Pg 7, item 15	Upload newsletters onto GovernorHub	JS	COMPLETE
Pg 8, item 19	Engage with JY further with running financial education classes	KB	ONGOING

### **3. Membership Update**

- a) Jenny Hughes had resigned from the LGB due to work commitments. On behalf of the headteacher and the rest of the LGB, SH thanked JH for her contribution to the school and the LGB.  
There was currently 1 Parent Governor vacancy and 1 Appointed Governor vacancy.  
Peter Allen's application for Appointed Governor would be finalised following this meeting.
- b) There were no terms of office due to expire before the next meeting.

### **4. Declarations and Confirmations**

All Governors were asked to ensure that they had updated the following on GovernorHub:

- a) Declarations of Interest
- b) KCSIE 2025
- c) Nolan Principles
- d) Code of Conduct
- e) Vision and Values

**ACTION – all Governors to update declarations and confirmations on Governor Hub.**

### **5. Confirmation of Governor Link Roles and Monitoring Schedule**

- a) Safeguarding Link Governor was confirmed as GH. JY confirmed that one annual monitoring visit was required which GH was able to commit to. Safeguarding training for Governors was taking place later in the month. JY would arrange for Emma to send an invitation to GH. KB and AH also agreed to attend the training in order for a broader understanding of Safeguarding throughout the LGB.

**ACTION: JY to arrange Governor Safeguarding training for GH, KB and AH.**

- b) SEND Link Governor confirmed as KB.
- c) EYFS Link Governor confirmed as GJ
- d) Writing Link Governor confirmed as AH
- e) Additional SIP Link Governors roles would be circulated to all Governors by SH to determine best fits.

**ACTION: SH to allocate additional SIP Link Governor roles.**

**ACTION: The Chair and Vice Chairs would develop a Monitoring Schedule for 2025-2026**

## **Strategic Direction and Progress Against Priorities**

### **6. School Improvement Plan (SIP)**

- a) Summary of 2024-2025 progress.

The headteacher provided an update on the progress achieved against the 2024-2025 SIP. The following areas were highlighted:

- A key celebration was KS2 outcomes which were shared with governors and were significantly better than national outcomes.
- The Teaching and Learning Policy had been implemented to ensure a consistent approach across all subjects and there had already been a positive impact. A lot of the work was based on raising expectations and holding teachers accountable for the delivery of the T&L policy.

- History and Geography curriculums had seen improvements, but work would continue on these subjects. A Trust network group was being introduced to look at pedagogical approaches, and the returning Geography lead would attend and deliver CPD to SPS staff. The curriculum was fit for purpose; the issue was in articulation.
- Attendance was in line with last year's figures. Attendance would remain a target and further work would take place with key groups, in particular SEN and disadvantaged pupils.
- The Staff Handbook had been implemented. Expectations had been raised although some further refinements were needed in certain classrooms. A consistent and sustained approach needed time to embed.
- During the ungraded inspection in Jan 24, the timeliness and amount of parental communications were raised. One specific piece of feedback was regarding lack of information for parents on end of year reports. This had to be balanced against workload for teachers, but reports had been amended to include targets. Views from the Parent Governors were sought who commented that the reports were provided in conjunction with parent evenings and that front facing teachers enabled any discussions should they be required.

**Q: Do you get parents requesting more information than is routinely supplied?**

A: Yes, although primarily from SEN parents regarding general progress as opposed to subject progress. That information would form part of the SEN Support Plan and not necessarily the end of year report.

- Workshops had been held to inform parents of the curriculum content and how pupils could be supported at home with their learning. Those parents engaging in the workshops found them extremely useful.

OPAL had been a resounding success with all children benefiting from the outside resources. It was a USP for the school and prospective parents were very impressed when visiting. Parent Stay and Play sessions were planned in Nov – GJ would attend and report to Governors how the OPAL resources were used and received.

**Q: What is the cost of the OPAL equipment?**

A: £5,000-£6,000 over 2 years which provides training to complete risk assessments. Ongoing costs would be for maintenance of the resources.

**Q: Are trained staff training other staff within school?**

A: There is an OPAL working group where training is cascaded.

**ACTIONS: GJ to report to Governors following Parent Stay and Play sessions with regards to the OPAL resources.**

- b) Approval of priorities for 2025-2026.

All priorities had been set by the SLT following analysis of data.

- Raising the % of children achieving Greater Depth in Reading – currently 13% compared to 38% Reading and 36% Maths. This was partly due to the writing assessment framework being extremely challenging. There was also a historic issue with CEC moderators being extremely reluctant to award GD. SPS was not moderated in 2025 but feedback from schools who had been was that the experience with the new moderators felt much more collaborative and open. A new Handwriting Policy had been implemented with cursive handwriting being introduced from Year 1.

**Q: Are the staff and children on board with this change?**

A: Absolutely. Within 2 weeks the impact was clear, and children were embracing the change, EY were still being taught writing via mark making etc. in preparation. The changes in approach to handwriting would be expected to have a positive impact on the pupil's written work.

- The Literacy Co were due to deliver staff CPD for each year group, making sure that planning had a focus on achieving GD. Shared writing time would be introduced where the teacher and pupils exchange ideas.
- Jill Spencer was responsible for delivering the writing project and would be working with AB to look at the curriculum through the eyes of a SEN child. If it was right for SEN children, it would be right for all.
- Phonics would be a priority with a change to the phonics SOW planned for Sept 2026. This would see Little Wandle replacing Floppy Phonics. The phonics lead had visited a school already using Little Wandle and was keen to ensure a proper implementation plan in order to ensure the new scheme improved results.

**Q: Do the Trust instruct schools to use certain schemes or do school have the flexibility to choose?**

A: It appeared likely that the Trust would recommend Little Wandle or Read Write Inc.

- History and Geography would remain on the SIP to focus on coordinators understanding terminology.
- Sustainability would remain on the SIP with JS having overview from a business perspective and Jill Spencer for curriculum.

**Q: A lot of CPD was scheduled to take place. Do staff do any peer-to-peer training?**

A: More would be incorporated this year. JY would look to identify who needed what support to enable implementation of the T&L policy and Staff Handbook. All teachers would have the ability to observe other teachers and do teacher walkthroughs.

**Q: Do you see a link between the provision of quality CPD and staff wellbeing/attitude?**

A: There were no issues with staff engagement. With direction, the staff have flourished and were open to receiving support. JS confirmed that a recent staff questionnaire did not highlight CPD as a key motivator for the staff – most just loved their job.

## Quality of Education

### 7. Report on Results

- 70% GLD which was above national average. The focus would be on writing and improving the gender gap. Staff expectation would be that 100% achieve GLD and to identify those not achieving in order to provide support.
- 80% passed Yr 1 Phonics – consistent with national average. 97% passed their Yr2 re-sits. The target would be closer to 90% then 80% by Summer 2027 and it was hoped that Little Wandle would drive that change.
- Yr 4 times table check – 40% got full marks. This was above national but lower than previous years and would therefore be a focus for this year. The maths coordinator was now in Year 4 which would be beneficial.

**Q: Why was it declining and what needs to be done to address the decline?**

A: Children were taken to a different room to take the actual test which was believed to have had an effect. There was also the introduction of an Enter button which meant if a child entered a wrong answer, they had no ability to change it once Enter was pressed.

**Q: There was a big difference between boys and girls. Was this typical and expected?**

A: No, this would not be typical and was not a consistent picture.

**Q: Was the gender gap and decline in results similar across the Trust?**

A: No. Some schools, although they were below SPS on results, had seen an improvement in their own results from the previous year.

**Q: Was it the case in other classes that children were not prepared for test conditions?**

A: No, because assessments would take place frequently without any pressure.

- KS2 results had been discussed under agenda item 6a. The gender gap was a spike in the particular cohort and was consistent across all subjects. Both SEN and PP outcomes were stronger than national. The data was very positive and areas for improvement had been

identified. However, governors were made aware that the current Yr6 cohort had 42% SEN pupils compared to 17% national average with more SEN and disadvantaged children than last year's Yr6 and also the current Yr5. Expectations would be maintained but the context was very different.

**Q: Will KS2 figures include the RP pupils?**

A: They will because there would be Yr6 pupils in the RP, but analysis would be done with those children excluded from the data.

**Q: In EYFS, there were 8 SEN children and 1 achieved GLD. Was this in line with national figures?**

A: That data was not known. To achieve GLD, all areas needed to be met and depending on the SEN need, this was extremely difficult.

**Q: The data for pupils achieving expected standard was significantly higher than the national data. Although GD data was higher than national, this was not to the same degree. Was that expected?**

A: Achieving GD was more challenging and the expectation was that all children achieve expected with a smaller percentage achieving GD. There was no direct correlation between the two. 38% GD in Reading was a great achievement, especially when comparing to previous years.

**8. Admissions and Pupil Numbers**

- Current number on roll was 467 with 7 in-year admissions since September.
- There were 44 in Nursery which would be full by January 2026. This was positive for the budget, however there were a couple of children with significant need and therefore additional adults had to be employed diminishing that additional income. The issue of nappy changing was discussed as this was becoming more frequent. It was unclear whether this was due to need or school readiness.

**Q: Were nursery children guaranteed a space in Reception?**

A: No, attendance at nursery was not considered in the Admissions Policy.

- The only spaces were currently in Yr 2 and Yr 6. Yr 5 was already over-subscribed.
- A lot of admission requests were being received from parents for children with EHCPs. This reflected the positive reputation of the school but lack of resources frequently prevented the school's ability to meet need. School needs to be better at saying no as there was currently a £150K cost to the budget in providing the first £6000 of support for each of the SEN cohort. Some of the children should not be in mainstream school or needed considerably higher funding in order for their needs to be met.

**9. SEND**

AB provided governors with a SEND report and highlighted some key points.

- 13.35% of pupils were on the SEN register. This included RP numbers.
- 5 needs assessments were underway which would hopefully result in an EHCP.
- 1 needs assessment application was being prepared.
- 1 case pending was final EHCP.
- Numerous admissions requests from the LA continue to be received. School often can't meet need if the EHCP funding does not match the cost of provision.
- 2 mainstream consultations pending.
- 2 children have inclusion funding – 1 from another LA and one awaiting an EHCP.
- 80 referrals had been made to various professionals this year.
- 1 child was currently at AP. Although school and AP agreed mainstream was still not the right settings, LA were naming SPS. AB was working with the parents to overturn and the case was going back to panel.

Governors acknowledged AB's considerable workload which included supporting another school in the Trust. There was constant chasing of paperwork, funding, referrals etc for children at various stages of the SEN process along with responding to admission requests.

**Q: Had an Adaptive Practise Specialist been appointed yet to provide support?**

A: Jill Spencer had had teaching time reduced and taken the lead on adaptive practise and acted as Deputy SENCO. She was also completed SENCO qualifications.

**Q: Did the SEN support from the Trust materialise?**

A: This support was at a more strategic level.

**Q: SEN need would be on a sliding scale – what was the balance on level of need?**

A: Most SEN pupils were needing extensive support across all 4 areas of need. More children were needing a full Needs Assessment for an EHCP. AB was always mindful of what a child could need when transitioning to high school in order have their needs met in that environment.

**Q: 62 children were referred to the SENCO and 22 were placed on the SEN register. Were there now more SEN children or was monitoring improving?**

A: The aim was early identification of need and prompt tweaks or interventions, with the aim to these only being required short-term in order to reduce children on the SEN register.

**Q: If the school was becoming a victim of its own success, should we be looking at resources on a strategic level rather than reacting to admission requests?**

A: School were already speaking to the LA to increase the RP capacity to 20. Responding to requests and stating "unable to meet need" would continue, however parental preference would over-ride school's response, even if class was full.

**Q: Was there any support governors could offer towards discussions with the LA/Trust?**

A: Adding Jill boosts operational capacity, enabling AB to look more strategically at SEN provision.

## Education

### 10. Attendance

- Attendance was currently at 96-97% each day.
- Data at this time of year was skewed by any periods of absence.

Governors requested Staff Absence data be included in future Attendance data.

**ACTIONS: JS to include Staff Attendance data for future meetings.**

### 11. Rewards and Behaviour

- Two suspensions had been issued since the start of term. Both were Yr 6 pupils and the nature of incidents were outlined for governors. 1 child would need a very considered transition program to high school and family were engaging with school to support. One child was a one-off incident of hitting another pupil.

**Q: Why was a suspension issued as opposed to exclusion for hitting?**

A: The level of injury to the other child was taken into account and their parents were happy with the way the issue had been dealt with. JY was mindful of the lifelong impact exclusion could have for a child but would do it if the safety of other children and staff warranted it.

- 1 child was currently at AP. Although school and the AP agreed mainstream was still not the right setting, LA were naming SPS. AB was working with the parents to overturn and the case was going back to panel.

- A child in Yr 1 was likely to require AP to enable them to understand boundaries and rules. They had been placed on a part time timetable which would have to be reduced further.

**Q: Reportable behaviour incidents were consistently 0. Could you provide insight as to the reasons for this?**

A: A strong PHSE curriculum, No Outsiders work, celebrating differences and the implementation of OPAL.

## **12. Safeguarding**

The termly Safeguarding compliance check with the Trust had been completed with no matters arising. The Pastoral Lead had provided a report to governors showing that Safeguarding was being managed appropriately and was given a high profile throughout school. All training was up-to-date and logged. Details of the current caseload provided context. School worked closely with the PCSO and local council and signposted families to Solihull Parenting for early support.

Governors asked for their thanks to be passed to the Pastoral Lead for the comprehensive report.

## **13. Welfare and Wellbeing – Students**

The school was a happy environment for children and staff alike. Support staff had been on ELSA training to enable them to deliver interventions to the children around emotional support. This was part of the PP strategy and constituted a significant investment in training and ongoing monitoring. Teachers can refer children to ELSA sessions. The school counsellor had a maximum case load of 6.

## **14. Welfare and Wellbeing – Staff**

**Q: Neurodiversity had been discussed a lot in relation to pupils. As an employer, was the Trust supportive of neurodivergent staff members?**

A: During the recruitment process there was a referral to Occupational Health which would potentially identify any neurodivergence, or there could be members of existing staff who were newly diagnosed. The school has a culture of openness with staff and would always be supportive and willing to make adjustments where possible. This was evidenced by outlining adjustments which had put in place for a member of staff diagnosed with ADHD. There was a focus towards being inclusive and accessible for all in order to minimize the requirement for staff to request adaptations and support.

**Q: Staff absence due to mental health had been high at times last year. What support would the Trust provide?**

A: Referrals could be made to Occupational Health and Education Mutual provided access to counselling. The absence data would need to be reviewed on a case-by-case basis for context and examine the support in place.

**ACTIONS: SH, KB and AH to review the draft Staff Survey, issue to all staff and report the results to governors.**

## **Local Matters and Stakeholder Engagement**

### **15. Policies**

a) To confirm the schedule of policies for compliance and renewal.

**ACTIONS: JS to share the schedule of policies with governors including who was responsible for approval and the next renewal date.**

b) To approve the following policies

**SEND** – AB confirmed no major changes. Jill had been added and the Link Governor.

**Safeguarding** – changes were as recommended by SCIES. JY would add GH as Safeguarding Link Governor and upload to GovernorHub for approval.

**ACTIONS: Governors to approve the SEND and Safeguarding Policy on GovernorHub.**

The Attendance Policy had been shared with governors for reference but did not require approval.

**16. Governor Training update**

Governors were informed that the Education Team would be delivering governor training around School Performance Data later this term (date tbc). This was the same training that was delivered at the summer Governors meeting but would present a good opportunity to network with governors throughout the Trust.

**17. Governor Biographies Update**

Governors were thanked for completing their governor biographies which had been published on the Trust website. Any amendments required should be referred to Sharon Dutton.

**ACTIONS: SH to complete his Governor Biography and send to Sharon Dutton.**

**18. Stakeholder Engagement**

a) Parents/Carers

- Reading workshops were planned.
- Online safety workshop scheduled in Spring.
- Meet the teacher took place in September.
- Parents evening scheduled for November.
- Parent survey would be completed after parents evening.

**Q: Was the survey the same as last year?**

A: Yes to enable results to be compared.

**Q: Would it be beneficial to have Governors present at the parents evenings?**

A: Yes, it would increase governors presence and visibility around school and would be a welcome addition to parents evening.

- All class teachers had held meetings with SEN parents by the end of September.

**19. Communication to the Trust**

a) Feedback to the ESP Committee for educational matters

JY had presented to the ESP committee recently and there were no further matters to feedback.

b) Feedback to the Trust on other matters

There were no matters to feedback.

**20. Communication from Trust**

There were no matters arising from the Trust.

**21. AOB**

There were no items to discuss.

**Date and Time of Next Meeting: Wednesday 14<sup>th</sup> January 2026 at 4:00pm**  
**Meeting closed at 6:00pm**

Minutes approved: .....

Date:.....

**ACTION LOG FOR MEETING 8.10.25**

<b>Item</b>	<b>Action</b>	<b>By whom</b>	<b>By when</b>
Item 2, Pg2	Add History presentation to agenda for Spring meeting	Clerk	1.1.2026
Item 4, Pg3	All Governors to update declarations and confirmations on GovernorHub.	ALL	ASAP
Item 5, Pg3	Arrange Governor Safeguarding training for GH, KB and AH.	JY	22.10.25
Item 5, Pg3	Allocate additional SIP Link Governor roles.	SH	14.1.2026
Item 5, Pg3	Develop a Monitoring Schedule for 2025-2026	SH, KB, AH	14.1.2026
Item 6a, Pg4	Report to Governors following Parent Stay and Play sessions with regards to the OPAL resources.	GJ	30.11.2025
Item 10, Pg7	Include Staff Attendance data for future meetings.	JS	7.1.26
Item 14, Pg8	Review the draft Staff Survey, issue to all staff, and report the results to Governors.	SH, KB, AH	14.1.26
Item 15a, Pg8	Share the schedule of policies with governors including who was responsible for approval and the next renewal date.	JS	14.1.26
Item 15b, Pg9	Governors to approve the SEND and Safeguarding Policy on GovernorHub.	ALL	ASAP
Item 17, Pg9	SH to complete his Governor Biography and send to Sharon Dutton.	SH	ASAP