



Local Governing Board to The Learning Partnership Trust



MINUTES OF MEETING OF THE LOCAL GOVERNING BOARD OF
DOVE BANK PRIMARY SCHOOL

Tuesday 21st May 2024

<p>Present: Alex Canning (AC) Chair of LGB Anthony Roche (AR) Stephen Canning (SC) David Weaver (DW) Greg Ellis (GE) Gemma Plant (GP) (joined the meeting online)</p> <p>Apologies: Allan Howells (AH) TLP Director of Quality and Governance</p>	<p>In attendance: Sally Dakin (SD) Headteacher</p> <p>Clerk: Sarah Lomas</p>
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The meeting commenced at 4:34pm.

ITEM		ACTION
	Governance and Administration	
1.	<p>Welcome, Quoracy, Apologies and Declarations Apologies were received from AH, TLP Director of Quality and Governance. There were no other apologies to receive, all governors were present. There were no declarations or anticipated conflicts of interest with the business of the meeting raised by governors. The Chair reminded governors to check their declarations and compliance information on Governor Hub was up to date. ACTION: Ensure declarations and compliance items on Governor Hub are up to date.</p> <p>In terms of governor membership, SC confirmed that he would be stepping down from his role as governor effective from 31.08.24. SC confirmed that during his time as a governor, he has witnessed and been a part of significant changes and feels that the school is in a very positive position with the transition into the Trust working well. SC stated that one of the roles he was most proud of was being part of the headteacher recruitment process and appointing SD. SC issued his thanks to SD for all the work she has done and continues to do to improve the school.</p> <p>Governors thanked SC for his significant role within the school as a governor during his tenure.</p> <p>It was confirmed that AC would remain as a parent governor following her daughter's departure from the school.</p>	All gobs
2.	<p>Minutes of the last meeting and Matters Arising The minutes from the previous meeting had been circulated to governors for review. The clerk was informed of an amendment required to remove Sam Fraser from the attendance list. Governors approved the minutes subject to the typographical amendment. ACTION: Remove reference to Sam Fraser from the minutes of the meeting on 27.02.24.</p>	Clerk

ITEM		ACTION
	<p>The action log was discussed, and the following items were noted: A meeting between AC and AH regarding roles and responsibilities had not yet taken place. It was agreed that AC would contact AH to organise this following the meeting. ACTION: Contact AH to organise a meeting to discuss governor roles and responsibilities. It was agreed to carry forward the item relating to the behaviour contract. ACTION: Carry forward action relating to the behaviour contract.</p> <p>Governors received an update on the nursery admissions policy which has been amended. It was noted that the nursery admissions policy will be an addition to the overall admissions policy and will form part of this overall policy from September 2024.</p> <p>It was agreed that the action relating to the legalities surrounding the retention of medication for pupils within school would be carried forward. Governors agreed that the consensus view relating to medication is that the school should only administer this if parents bring the medication in to school. However, it was noted that it is beneficial to have medication on site for attendance purposes. The school confirmed that all policies relating to medication and retention of information will be reviewed in September 2024. Governors noted that the Trust policies are currently being reviewed and schools will be informed what policies will be in place from September which will further inform any local policy reviews. ACTION: Carry forward action relating to retention of children’s medication within school.</p>	<p>AC</p> <p>SD</p> <p>SD</p>
	<p>Strategic Direction and Progress Against Priorities</p>	
<p>3.</p>	<p>Self-Evaluation – Latest Position The school continues to evaluate all areas of the school as good.</p> <p>Governors commented on the positive nature of the Quality Assurance report from Mike Cladingbowl (MC) following his visit to school on 10.05.24. Governors praised staff for the work undertaken in all areas of the curriculum. The school commented that the experience was positive, and the report also includes input from Alison Hooper, TLP School Improvement Advisor, which verifies the content of MC’s report and gives added weight to the judgments.</p>	
<p>4.</p>	<p>School Improvement Plan (SIP) Priority 1 - Curriculum The school continue to ‘spotlight’ subjects in order to focus on the development of individual subjects. Alongside this, subject leaders have monitored the quality of education within their subject.</p> <ul style="list-style-type: none"> • All subject leaders have compiled their monitoring in a ‘monitoring for impact’ form which sets out the key areas of strength and what the next steps are for each subject. These were shared during the visit from MC on Friday 10th May and MC felt this was a highly effective document which evidenced impact. • Staff have received training on a range of teaching strategies to support lower ability pupils. These strategies are being seen in learning walks across a range of subjects. <p>Next Steps – summer term:</p> <ul style="list-style-type: none"> • To ensure progression through the Early Years and into Year 1. Sally Earl (TLP EYFS Lead) is scheduled to visit school on 03.06.24 to support the Nursery and Reception staff to ensure that planning is sequenced to enable progression. • All subject leaders will conduct a learning walk during the summer term to strengthen their current monitoring. <p>Priority 2 – Personal Development The Relationships and Behaviour policy was introduced successfully during the autumn term. Greer Amison (GA) is the lead in this area and has trained all staff in the implementation of the policy, including lunchtime staff and the ASM staff who cover the teachers for PPA. GA also held a parent</p>	

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	<p>meeting in the autumn term to communicate the policy to all parents. The parent meeting was, unfortunately, not well attended and the school are currently considering other ways to improve communication with parents during the summer term.</p> <p>The pupils have responded well to the policy, and staff have been frequently consulted to provide vital feedback regarding the implementation of the policy. Pupil voice has been obtained relating to the new behaviour strategies in place and this feedback has been provided to staff.</p> <p>The implementation of this policy, at all levels, has been included in performance development reviews, particularly if SLT felt that this was an area that staff members needed to further develop.</p> <p>The school are currently reviewing the ambassadorial roles within school. Joanne Woodward has commenced this work by recruiting sustainability ambassadors from each year group and Pupil Premium (PP) pupils have been targeted for these roles.</p> <p>On Friday 10th May, Alison Hooper, TLP School Improvement Advisor, conducted a PD visit in school. The report celebrates successes and sets targets for improvement to work towards outstanding provision for pupils. The school will be working to implement actions to progress these areas during the next academic term including:</p> <ul style="list-style-type: none"> • Further training opportunities for the lunchtime and office staff. • The implementation of the policy will continue to be monitored by GA, and all findings will be reported back to staff so that any further action required can be refined and embedded. • Communication to parents will be a summer priority. <p>Priority 3 – Leadership and Management Link visit reports are showing that there is a level of supportive challenge within meetings. Next Steps - summer term:</p> <ul style="list-style-type: none"> • Review priorities with AC and ensure the changes to link roles etc are made in line with Trust expectations. <p>Priority 4 – Leadership and Management Ensuring that the SENDCO, who is new to role, is effectively supported to bring about the changes required to support pupils with SEND in school.</p> <p>The SENDCO has been provided with increased time out of class to support the SEND provision within the school and is attending all networking events and ensuring that their knowledge is current. The SENDCO has also been working closely with the Trust Primary SEND lead, with a focus on the provision within the classrooms.</p> <p>Next Steps - summer term:</p> <ul style="list-style-type: none"> • Continue to provide staff with high quality CPD through dedicated staff meeting time. • Review the provision for the SEND pupils in school undertaking classroom visits, reviewing paperwork and signposting teachers towards the relevant documentation. <p>Priority 5 – Early Years A key focus for the school in the summer term will be the provision within EYFS. The provision in the Reception classroom has greatly improved this year. As the year has progressed, it has become clear that there is work to do within the EYFS (Nursery – Reception) to ensure that curriculum progression is evident and to ensure that children are gaining a deep understanding of the things they are being taught. The EYFS staff and individual subject leaders have a key role to play in this moving forward.</p>	

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	<p>Predictions of pupils achieving a good level of development (GLD) are in line with national figures which will show a significant improvement on last year, when the GLD was 46%.</p> <p>Next Steps – summer term:</p> <ul style="list-style-type: none"> • EYFS staff will receive planning training and support from Sally Earl (TLP EYFS lead). • Subject leaders will ensure that monitoring of their subject across the EYFS is robust, and that there is follow up provided on feedback given. 	
	Education	
5.	<p>Admissions and Pupils Numbers</p> <p>The school currently have 24 first place choices for Reception 2024 which is an increase of 11 from this time last year.</p>	
6.	<p>Attendance</p> <p>The current attendance for the school overall is 95.5% which is above national average.</p> <p>The school continues to work to improve the percentage of persistent absentees and Sue Sanderson, Attendance Lead, has been pivotal in this work. There has been a reduction from 22% persistent absence in summer 2022 to just under 10% currently.</p>	
7.	<p>Behaviour</p> <p>Behaviour items were summarised as follows:</p> <ul style="list-style-type: none"> • One pupil has received three suspensions equating to 4.5 days of school. • There have been no racial incidents. • There has been one formal bullying complaint since the last meeting which is being dealt with through the school's policies and both pupils are being supported along with their families. • Behaviour was commented on positively during the most recent school improvement visit. 	
8.	<p>Curriculum – Progress</p> <p>Q: The school have confirmed that data will be more reliable going forward. Is the assessment process that was used in the spring term giving the school the correct information at the correct time of year?</p> <p>A: The new process is providing different information and tells the school whether pupils are on track to meet expectations at the end of the academic year. There has been an improvement for Year 1 with an increase from 46% meeting a good level of development in Early Years to 56% in Year 1. The school confirmed that this 10% increase is based on the success of the provision put in place.</p> <p>The spring term data circulated to governors is reliable because there is less time for pupils to make additional progress to the end of the summer term whereas the previous data presented to governors in the spring term was based on autumn assessment data which is issued following data drops with the Trust.</p> <p>Q: The percentages presented were based on the end of year expectations and should there be additional data provided to illustrates a clearer picture of where pupils are at the present time rather than looking forward to where they will be at the end of the year?</p> <p>A: There are conversations underway within the Trust and a meeting has been scheduled with Insight, the assessment provider, in June to discuss Trust-wide assessment tracking. The school's opinion is that both assessment packages are not inaccurate but are slightly different in terms of the information they collect. As long as the school are interpreting the data correctly the data is reliable.</p> <p>Governor Comment: It is also anticipated that future meeting dates will be aligned with data drops to increase the accuracy of reporting to governors.</p> <p>Q: Is it still anticipated that four LGB meetings will be held each year?</p> <p>A: Yes, this is the plan for all schools within the trust.</p>	

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	<p>Governor Comment: It is important to remember that regardless of the percentages evidenced from data, the most important action is what the school does with the data.</p>	
9.	<p>Curriculum – Attainment</p> <p>The school confirmed that data informs actions for individual subjects. The school has taken the decision not to track ‘on track’ data for all foundation subjects as this is deemed to be unnecessary. Staff can discuss attainment and progress across all subjects. The data ensures that no pupils are lost in terms of their attainment and progress and the school is held accountable to this data through pupil progress meetings. For example, if a pupil had been exceeding in Early Years but was only meeting expectations in further year groups, questions would be asked and this pupil would be a focus. SD undertakes all pupil progress meetings and the teaching assistants (TA) are deployed within areas of need to provide interventions. However, the current high levels of SEND within school are causing challenges for additional TA support in such circumstances.</p> <p>Q: There is Year 5 pupil who is not showing any data, what is the reason for this? A: This pupil is on a part time timetable at present and cannot access assessments, therefore there is no data recorded for this pupil.</p> <p>Q: When the attainment figures are considered, which are generally very positive, Year 3 and 4 do stand out as being lower than other year groups, what is the reason for this? A: These year groups have high SEND need and PP levels with up to 46% PP. Year 4 have also suffered instability in terms of staffing which may have impacted their performance and progress. The school are aware of this and, whilst this is not an excuse, it does provide context to the data. Year 3 and 4 were also impacted the most significantly by Covid.</p> <p>Q: What does the school consider to be high levels of SEND? A: Across the school there is 18% SEND which compared to national averages is broadly in line but there are peaks within year groups for example Year 4 has 25% SEND.</p> <p>Governor Comment: It is helpful to provide the context for the data as it gives governors a clear understanding of the mitigating factors.</p> <p>The school confirmed that during pupil progress meetings, staff have considered PP pupils and the potential to increase the enrichment opportunities available to these pupils. A member of staff has been tasked with developing a programme of initiatives some of which are now live including the Sustainability Ambassadors.</p> <p>Q: Year 3 and 4 are the largest classes – in terms of SEND context, does the fact that the classes are larger add to the impact? A: No, not necessarily as it is proportionate to the overall figure. The school also has a large Year 5 class in terms of pupil numbers. Free school meals may increase when universal free school meals end which may positively impact funding. The school plan to engage all new parents at the initial welcome meetings to fill out the relevant paperwork for free school meals.</p> <p>Governors noted that a high proportion of pupils do not choose school dinners.</p> <p>Q: Is the take up of school dinners something that the School Council could work on to try to increase the profile? A: Potentially but there is minimal interest from parents.</p>	

ITEM		ACTION
	Governors noted the recent parent meeting on the Relationships and Sex Education policy which was well attended but there was some resistance to the subject of transgender pupils within the policy but this was largely based around misconceptions of how this would impact the curriculum.	
10.	<p>Pupil Premium / Sports Premium This item was not discussed at the meeting.</p>	
11.	<p>Curriculum – Link Governor Monitoring Governors acknowledged receipt of the following link governor monitoring reports:</p> <ul style="list-style-type: none"> • Safeguarding • SEND <p>It was confirmed that AR has a Pupil Premium visit planned in June.</p> <p>In relation to the recent SEND visit, DW praised the school SENDCO for the positive impact of the work underway and how the SENDCO is managing both the operational and strategic objectives for SEND. There is a positive feeling within school that staff are more knowledgeable and, whilst the school is on a journey, staff are invested in this and positive impact is already being seen.</p>	
	Welfare	
12.	<p>Safeguarding Governors confirmed receipt of the safeguarding report circulated prior to the meeting for review.</p> <p>The school confirmed that there have been a significant number of referrals since the previous meeting. The school have assigned different staff to manage the various levels of cases and SD is managing the highest Level 4 cases related to Child Protection. The school staff maintain positive relationships with families and are therefore able to identify issues swiftly. This therefore increases the number of cases and data but means that families are getting the help that they need.</p> <p>Governor Comment: It may be useful for data to be obtained from a county level to inform governors of what the various levels of social care involvement mean for families in terms of timescales for accessing support.</p> <p>ACTION: Compile county level data information relating to safeguarding and timescales for external support for governors.</p>	SD
13.	<p>Welfare and Wellbeing – Pupils</p> <p>Q: It is noted that there has been an application for an EHCP which was previously rejected, what circumstances have changed to trigger a resubmission?</p> <p>A: There have been no changes. The previous application was rejected because one of the pupil development reviews (PDR) was not dated as it was the current review. PDRs are undertaken every 6 weeks as part of the application process and this has continued in preparation of the second submission.</p> <p>Q: From a staff welfare perspective, has SD got the required support from all areas and is there anything additional that governors can support with?</p> <p>A: The headteacher confirmed that she feels well supported as do the wider staff team. There are challenges for staff and there is a policy of openness and transparency about any issues. Leaders are proud of the work that the school undertakes with pupils. There are community challenges in some cases where parents are not supportive of other children with additional needs. There is one pupil who is leaving at the end of the week who has unfortunately cited another child as the reason for leaving. The school work with other pupils on how to deal with challenging behaviour so that they can celebrate the positive events. Overall, behaviour is a considerably improved picture and SD is proud of the work that the staff do to support pupils and the school is an advocate for children experiencing difficulties.</p>	

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	<p>Governor Comment: In running the playgroup from the school hall, there are a number of pupils who may be brought through the hall during times of difficulty and there have been many positive comments from parents and grandparents collecting preschool children about how caring the staff are to these pupils. This demonstrates how the school supports the local community and all families.</p> <p>Governors noted that during MC's visit, there were a number of challenging pupils who were absent, however it was identified that any children in difficulty were cared for by staff and these pupils are making progress.</p> <p>Governor Comment: During a governor visit pupil voice was obtained from children in Year 1 who could talk confidently and with compassion about how they manage children in their class who experience challenges.</p> <p>The Headteacher confirmed that the Year 1 staff team manage this cohort very well and have made significant progress. The progress does not just relate to attainment but includes equally important regulation and social skills.</p> <p>Pupils are also taught about being different and how to be accepting and supportive of others. This is a key life skill for pupils and is a positive attribute of pupils and staff at the school that should be celebrated and promoted within the local community.</p> <p>Governor Comment: There was direct evidence of this at the sports day which took place this afternoon whereby an incident occurred which was visible to the whole community and was dealt with compassionately and successfully.</p> <p>The school responded that it will always put the child's needs first and not hide any issues from pupils or the wider community.</p> <p>Q: How have the Year 6 pupils coped with the SATs? A: The whole process has gone well with no children experiencing any distress due to the tests. The pupils enjoyed the breakfast offer and would like this to continue. The pupils were not fazed by the tests which speaks to the work undertaken by staff with pupils to prepare them. The maths paper was more difficult than anticipated but the pupils coped well and in terms of wellbeing the whole week was very positive.</p> <p>Governor Comment: It was really positive to see how the school followed up each test with outside play or a different activity to provide a break from the tests.</p> <p>The Headteacher praised the Year 6 teacher who is new to role for their hard work and dedication to the pupils, having undertaken a significant amount of research and preparation for the tests.</p>	
14.	<p>Welfare and Wellbeing – Staff</p> <p>The Personal Development (PD) report had been circulated to governors prior to the meeting for review. The PD report was very positive and confirms that staff feel happy and supported in their roles. The leadership team are confident that staff wellbeing is good.</p> <p>Governor Comment: It is important that governors consider the wellbeing of the headteacher as this is equally important.</p> <p>The headteacher confirmed the main challenge is where people show a lack of understanding or empathy to the issues which arise for pupils.</p>	

ITEM		ACTION
	<p>Governor Comment: It was positive to read that children from all year groups had positive views of the school.</p> <p>Q: In terms of staffing, it is noted that there are three TAs leaving, will this impact staffing levels? A: Staffing is stable. There are two midday assistants undertaking TA apprenticeships and the school has received approval to recruit for an experienced TA into the Early Years team.</p>	
	Local Matters & Stakeholder Engagement	
15.	<p>Policies: Receipt of Trust Health and Safety Policy The Health and Safety policy was not available for review at this meeting.</p>	
16.	<p>Stakeholder Engagement - Parents / Carers Parent Survey Q: There were 28 responses, is this low or high? A: It is difficult to say. People often complete surveys when there are issues, but the vast majority of comments were positive, so the school is pleased with the level of response. As it is anonymous, the school is unable to confirm what parts of the community the responses represent.</p> <p>There was a comment relating to communication with parents the availability of key information during the year which the school had identified as an issue and there is a plan in place to address this going forward.</p> <p>Governor Comment: It is important for the headteacher to note the positive comments received from parents and these should form part of the headteacher's personal development review to demonstrate the impact that SD is having and reflect on this.</p> <p>The school sports day which took place this afternoon was well attended by families and was a really successful event.</p>	
17.	<p>Stakeholder Engagement - Wider Community A calendar of community events across Kidsgrove is being compiled by Vicky Harley, Year 3 teacher, which will include events such as litter picking.</p>	
18.	<p>Communication to the Trust Governors confirmed that there were no items to be communicated to the Trust from this meeting.</p>	
19.	<p>Communication from the Trust Governors were notified about the Governance Conference taking place on Saturday 13th July and were informed that details relating to the schedule and registration would be circulated before half term.</p>	
20.	<p>Date of next meeting The draft schedule of meeting dates for 2024-25 had been circulated to SD and AC and dates would be confirmed to all governors following the meeting. ACTION: Circulate the meeting dates for 2024-25 once agreed to all governors following the meeting.</p>	Clerk

The meeting moved to Part 2.

.....Signed

.....Date

ACTION LOG

ITEM NO.	ACTION AND OWNER	DATE DUE	STATUS
PART ONE			
	ALL GOVERNORS		
1	Ensure declarations and confirmations are up to date on Governor Hub	ASAP	

	CLERK		
2	Remove reference to Sam Fraser on the attendance list from the minutes dated 27.02.24.	June 2024	Complete and uploaded to Governor Hub marked as signed.
20	Circulate the meeting dates for 2024-25 once agreed to all governors following the meeting.	June 2024	Complete. Circulated via Governor Hub on 01.07.24.
	ALEX CANNING		
2	Contact AH to organise a meeting to discuss governor roles and responsibilities.	June 2024	
	SALLY DAKIN		
2	Carried Forward: To prepare a parent contract regarding behaviour.	Sept 2024	
2	Carried Forward: To explore the legalities of retaining pupil medication within school.	Sept 2024	
12	Compile county level data information relating to safeguarding and timescales for external support for governors.	Sept 2024	
PART TWO			
	SALLY DAKIN		
1	Advise parent to contact local MP for support regarding alternative provision.	June 2024	