

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



Shavington  
Primary School

## Shavington Primary School Spring Term Minutes – Part I

Date: Wednesday 28<sup>th</sup> January 2026 at 4:00pm at the school

### **Governors present:**

Andrew Hendrie (AH) Co-vice chair  
Peter Allen (PA) (item 10 onwards)  
Grace Johnson (GJ)  
Simon Newton (SN)

### **Apologies:**

Kris Banks (KB) Co-vice chair  
Kayleigh Goldstraw (KG)

### **In attendance:**

Jo Young (JY) – Headteacher  
Amy Brock (AB) – Deputy Headteacher  
Jay Smith (JS) – School Business Manager  
Allan Howells (Meeting Chair)  
Katie Cruickshank (KC) – governor in approval process

**Clerk:** Sharon Dutton

The Meeting papers were circulated in advance via GovernorHub. The meeting had originally been scheduled for 14 Jan 2026 and had been rearranged for 28 January 2026.

### **Governance and Administration**

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

The meeting opened at 4:00pm. Quoracy was confirmed. No additional declarations of interest were made.

The LGB had invited Dr Howells to Chair the LGB whilst the LGB worked through temporary arrangements to replace the former LGB Chair who had to step down as a result of being appointed as a Trustee.

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

The Minutes of the LGB meeting held on 08 October 2025 were approved with no amendments. There were no matters arising.

The Board reviewed the action log and agreed the following updates:

- Financial education classes – action closed; current PSHE/Jigsaw curriculum covers key aspects.
- Link governor roles – to be confirmed later in the meeting.
- Stay & Play – completed.
- Staff and attendance data upload – completed.
- Safeguarding policy review – feedback sent to trust for next annual review; action closed.
- Staff survey – not completed; governors agreed:
  - HT to post draft survey on GovernorHub. Governors to offer feedback within one week of being shared.
  - Survey to be launched in late Spring/early Summer term for best staff response.

#### **3. Membership Update**

PA and KC were welcomed as new governor and governor in approval process respectively.

The LGB noted the resignations of Sean Houlston and Georgina Horton since the last meeting. Thanks for their service was expressed.

## Strategic Direction and Progress Against Priorities

### 4. School Improvement Plan (SIP) and SEF

#### a) Summary of 2024-2025 progress.

The HT summarised updates to the SEF and the move to the new **Ofsted framework**, noting the significant shift from “best fit” to “**secure fit**” grading.

The school currently self-evaluates as ‘**Expected Standard**’ across all areas, with potential for ‘Strong’ in some aspects, particularly **personal development**.

Governors noted the following high-level summary :

**Phonics:** HT expressed concern that outcomes should exceed national. Decision made to adopt **Little Wandle**. Staff training is underway with implementation in Reception after Easter, and then in Year 1 after phonics screening.

**Writing at greater depth** – cross-trust moderation is underway to provide assurance of performance judgments.

**Curriculum consistency and reducing variance** – ongoing monitoring and leadership coaching is being used to support staff.

**Improving attendance-** positive results are being seen and additional intervention is being used to support SEND and PP groups.

#### b) School Improvement Record of Visit Reports

The Headteacher **summarised** the key findings from the most recent School Improvement Team (SIT) visit, held in Autumn Term 2. The visit focused primarily on leadership, curriculum development, and the school’s response to the priorities identified in the previous Ofsted inspection.

#### **Strengthening Curriculum Sequencing and Leadership**

The SIT reported clear improvements in how the curriculum—particularly history and geography—is now structured and articulated. The introduction of the Kapow scheme has significantly strengthened the sequencing of knowledge and skills; clarity around substantive and disciplinary knowledge; articulation of curriculum “end points”; the embedding of “golden threads” across year groups. The HT **confirmed** that Subject leaders are now better able to explain their curriculum areas, demonstrating improved confidence and understanding of progression compared to previous visits. Governors **noted** that this aligns with the school’s strategic aim to reduce within-school variation and ensure a coherent, well-sequenced curriculum across all subjects.

#### **Impact of Monitoring and Leadership Actions**

The SIT noted that leaders have acted effectively on recommendations from both the previous SIT visit and the school’s own SEF. This includes ensuring that curriculum documentation is more consistent and that teachers have access to clearer planning structures.

The Team also identified one classroom where teaching practice required additional support. **The HT explained** that targeted coaching has already been put in place and that changes to classroom layout and organisation have had an immediate, positive effect on teaching and learning.

#### **Assessment and Use of Digital Tools**

Assessment was highlighted as an area where continued refinement is needed. The SIT acknowledged the school’s progress with Kapow and encouraged subject leaders to continue developing the use of Socrative within Showbie to support retrieval practice and differentiated assessment.

#### **Curriculum Website Requirements**

A further point from the visit was the need to ensure that the curriculum section of the school website is fully updated so that it reflects the improvements underway. **The HT confirmed** this work would be completed ahead of the next SIT visit.

**Governors noted** that overall, the SIT report reflected positive, sustained improvement, particularly in curriculum leadership and consistency. Governors **recognised** that the visit shows strong progress since the previous inspection and provides reassurance that the school is moving in the right direction, with clear systems for monitoring teaching quality and subject leadership.

## Quality of Education

### 5. Admissions and Pupil Numbers

Governors were provided with a breakdown of the number of pupils on roll by year group. There were currently 478 pupils on role including two new EHCP pupils (Y2 and Y5), however this number is subject to change as pupils join and leave the school through the normal cycle of change.

Governors **queried** class size numbers in the reception and Key-stage 1 to seek confirmation of compliance with that infant class size law noted. The HT **confirmed** that the school was currently managing permitted exceptions for children who are cared for.

A significant discussion covered the proposed expansion of the Resource Provision to a 20-place Unit ("Pathfinders"), including:

- awaiting DfE approval and capital funding;
- concerns over matching pupil needs appropriately;
- need for precise SLAs to avoid mis-placement of children;
- importance of long-term sustainability.

Governors requested future **dual-format data reporting** to disaggregate unit pupils. **[Action HT]** The HT informed governor that admission appeals could be expected for September due to high first-choice applications (67).

### 6. Curriculum Update

The Headteacher provided an update on curriculum developments, noting continued progress in strengthening planning, sequencing and subject leadership across the school. The main area of focus remains history and geography, following previous Ofsted feedback.

The introduction of the Kapow curriculum has had a positive impact, giving teachers clearer progression, defined endpoints and more consistent medium-term planning. Staff confidence in explaining their subject has noticeably improved, as also reflected in the latest School Improvement Visit (SIV). Governors were provided a copy of the SIV report in the meeting papers.

Governors **asked** how the school is working to reduce variation between classes. The HT confirmed that this is done by ensuring consistent use of curriculum formats and shared expectations. Assessment tools built into Kapow, along with the developing use of Showbie/Socrative, are intended to support more accurate monitoring of pupil understanding. One teacher identified as needing support is receiving targeted coaching, with early signs of improvement following changes to classroom layout and leadership support. The school is also maintaining focus on wider curriculum priorities, including reading and phonics development, personal development, and work on sustainability and outdoor learning.

Governors discussed the value of inviting subject leaders (particularly in the Ofsted-identified subjects) to future meetings to strengthen governor understanding of curriculum intent and impact. **[Action HT and Chair to arrange agenda to include curriculum presentations from school leads in Reading and OPAL]**

### 7. Pupil Performance

The Headteacher presented an overview of current pupil performance, highlighting strengths, areas for improvement, and progress since the previous academic year.

The school's updated Inspection Dashboard Summary (IDSR) indicates that most core indicators remain above or well above national benchmarks. Writing had dipped significantly in 2023, but outcomes in 2024 and 2025 improved markedly, with this year's data showing continued upward trajectory.

The HT **confirmed** that writing remains a development area nationally due to the strict "secure-fit" requirements in the new Ofsted framework. However, the school reported improvement in consistency and confidence across classes. Governors **challenged** how the school was assured that their projections were accurate. The HT confirmed that cross-trust moderation is underway, with trained moderators involved, helping ensure reliability of judgements. A data anomaly in the Year 5 writing breakdown was identified by governors; the HT will review and confirm correct figures at the next meeting.

The HT noted that phonics performance has historically been close to national expectations but below the school's ambition. The school is transitioning to the Little Wandle phonics scheme to strengthen fidelity, structure and assessment. Training has begun, with implementation starting in Reception after Easter and Year 1 later in the year. The HT expressed an aspiration to move phonics outcomes towards 90%, above the national average of around 80%.

Early Years : A detailed analysis of Reception pupils shows that GLD (Good Level of Development) is predicted to rise to approximately 75%, an improvement on last year's 70% and higher than the national figure of around 67–68%. Staff have identified areas for individual support and are implementing targeted interventions.

Governors **noted** that despite a notably high number of pupils with EHCPs and additional needs, teachers report strong progress in Year 6. The HT **responded** that interventions, precise teaching and high pupil motivation have contributed to positive patterns. Governors received first-hand assurance from the link governor who tutors Year 6 pupils weekly, describing teaching as "very good" and pupils as highly engaged.

The headteacher confirmed that performance is broadly strong across subjects and year groups. Governors **confirmed** that phonics and writing should remain priority improvement areas even though they are showing clear progress.

#### **8. Link Governor Monitoring**

Governors highlighted the outstanding need to agree link roles and to ensure that link visits were undertaken each term. Governors noted that the following visits had been undertaken and reports received:

- Literacy/Writing visit – positive progress with phonics changes and writing leadership.
- EYFS & OPAL visit – strong improvements observed; behaviour at playtimes significantly calmer. OPAL accreditation due in March.

Governors discussed the link governor model and agreed that link roles should be aligned with statutory roles and school improvement priorities. A discussion took place and it was agreed that new governors could be paired in link roles if required to support governor development and provide wider coverage. The roles allocated are as follows:

- SEND: Kris [KB]
- Safeguarding: Peter [PA]
- Early Years & OPAL: Grace [GJ]
- Literacy/Numeracy/Data: Simon [SN]
- Welfare: Andrew [AH]
- Environment & Community: Katie [KC]

It was agreed that to maximise efficiency and minimise disruption the HT/school Business manager should identify a schedule for when link governor visits would be best positioned to take place **[Action HT]**. **Action: AH to engage with KG on her role(s)**.

In addition, HT will notify the clerk of the relevant link teacher contact name for each link governor role. **[Action HT]**.

#### 9. **Pupil Premium**

The PP Strategy Statement was published on the website before 31 December deadline. Governors **challenged** how the funding was being deployed. The HT **confirmed** that funding continues to be used heavily for pastoral and emotional literacy support, alongside academic interventions. Governors **noted** total spend exceeded allocated PP funding, reflecting high levels of need..

### **Personal Development**

#### 10. **Attendance**

The Headteacher report provided a detailed breakdown of attendance. Attendance is improving compared with this time last year. Persistent absenteeism is decreasing, although SEND and PP attendance remain areas of focus. Governors **challenged** the Year 2 spike. The HT explained this was resulting from a small number of high-needs pupils. Governors **asked** and the HT **confirmed** that targeted family support is being provided for the small number of families with persistent absences. The HT also confirmed that trust-wide attendance processes are in place.

#### 11. **Rewards and Behaviour**

The HT reported :

- One half-day suspension issued (Y1) following a significant behaviour incident in which a member of staff was bitten. **Governors queried** the follow-up action. A reintegration plan has been successful to date.
- One pending racial incident under investigation.
- Alternative provision placements updated. **Governors queried** the effectiveness. The HT confirmed that there were positive outcomes for pupils moved to specialist settings.
- Zero bullying cases recorded this term.

#### 12. **Safeguarding**

The Safeguarding update was received. The report included information on:

- Referrals to and from external agencies (MARAC/Compass contacts, and mental health interventions).
- ELSA provision that is supporting 15 pupils.
- Short term alternative provision provided to 2 pupils
- One low-level staff concern addressed immediately with reflective discussion.

Governors **noted** that all actions from previous SCiES audit had been completed.

**Governors challenged** the HT on categorisation of referral data, timescales and caseload patterns. The HT confirmed the accurate categorisation and providing contextual explanations on individual cases.

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

The HT provided a detailed update on the welfare and wellbeing of pupils. A significant discussion took place regarding the rise in emotionally based school avoidance (EBSA), a pattern the school is now observing across year groups rather than in any single cohort. Governors were advised that the school is actively working to understand the underlying causes on a case-by-case basis. These can include:

- genuine emerging mental health needs;
- parental anxiety being transferred to children;
- challenges in family circumstances;
- specific safeguarding or SEND-related vulnerabilities.

The HT explained that the school's approach is rooted in supportive early intervention, with Pastoral Lead working very closely with families to build routines, reduce barriers to attendance, and offer consistent reassurance. The SENCO likewise provides vital support for children whose anxieties link to additional needs or transitions.

The **HT agreed** to take the EBSA theme back to the Trust's Attendance, Inclusion and Safeguarding Networks to explore whether a more systematic approach to tracking, coding and reporting such cases might be appropriate, and to understand whether similar patterns are being seen across the trust. **[Action HT]**

Governors **noted** and welcomed this tailored, relationship-centered work.

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

The HT provided an overview of staff wellbeing. While no specific issues were raised at this meeting, governors were informed that staff wellbeing continues to be supported through:

- regular informal check-ins;
- structured line-management meetings;
- access to pastoral support where needed;
- open-door leadership practices.

The HT highlighted the importance of timing in the rollout of the upcoming staff survey, noting that meaningful wellbeing feedback depends on administering the survey at a point in the year when staff feel able to engage constructively. Governors previously agreed that the survey would be shared on GovernorHub for comment before launch. **[Action Governors]**

### **Local Matters and Stakeholder Engagement**

#### **15. Policies**

a) SEND Policy: Agreed.

b) Safeguarding Policy: Agreed with the addition of PA as Safeguarding lead **[Action HT]**

#### **16. Governor Training update**

Governors were reminded to keep their individual GovernorHub training records up to date. The designated training for spring term was Ofsted training and Prevent. Information and links had already been circulated.

The Trust's annual Governor Conference will take place on Saturday 25 April 2026, 9.00am–1.00pm at Crewe UTC. The conference theme will be "Inclusion"

#### **17. Stakeholder Engagement - Parents and Carers**

The HT provided an update on current engagement with parents and carers, noting positive feedback from the recent parent survey, particularly regarding relationships, communication and school responsiveness. Although many families praised improvements in communication channels, governors noted the HT's explanation that some negative responses related more to difficulties using technology rather than the content or timeliness of messages. Targeted support is being developed to address this barrier, including greater use of Showbie tutorials for families who need support.

Parent workshops continue to be well received. Recent sessions have included:

- Reading workshops for Reception and KS1 families (Autumn Term)
- Online Safety workshops this term, reflecting the increasing risks associated with children's digital lives

The HT noted that the school continues to seek ways to engage hard-to-reach families, acknowledging that attendance at workshops can be difficult for some working parents. Governors agreed that ongoing two-way communication with families is essential to sustaining strong relationships and supporting attainment and wellbeing

#### **18. Stakeholder Engagement- Wider Community**

Governors received an update on activities with the local community, including:

- Continued collaboration with the Parish Council, including support for community events and discussions relating to local developments.
- Visits from members of the Women’s Institute (WI) to support reading with pupils, which have been very positively received.
- Strong volunteer engagement from governors and local residents supporting areas such as reading, curriculum enrichment and outdoor learning.
- Governors discussed the ongoing planning consultation for the proposed new primary school linked to housing developments in Shavington. While this development remains several years away, the HT and governors acknowledged its potential future impact on school numbers, admissions and community engagement. Updates will continue to be monitored closely with the Trust and local authority.

**19. Communication to the Trust**

Feedback to the ESP Committee for educational matters:

- Resource Provision/Unit expansion challenges and SLA requirements.
- School continues to monitor emotionally based school avoidance (EBSA) trends.
- The Trust’s Attendance, Inclusion and Safeguarding Networks should consider exploring a more systematic trust-wide approach to tracking, coding and reporting EBSA.

**20. Communication from Trust**

Governors received the Trust’s update paper.

The following TLP appointments were noted:

- Trustees: Margaret Cheshire and Sean Houston
- Members: Sharon Dempsey welcomed;

Noted that TLP Member, Vic Croxson would step down wef 31 Jan 26.

**21. AOB**

There were no items to discuss.

**Date and Time of Next Meeting: Wednesday 6 May 2026 at 4:00pm**  
**Meeting closed at 6:00pm**

**Minutes prepared by Copilot in collaboration with the Clerk**

Minutes approved: .....

Date:.....

**ACTION LOG FROM MEETING 28/02/26**

REF	ACTION	BY WHOM	BY WHEN
5.	Provide dual-format data reporting to desegregate Pathfinder unit pupils.	HT	06/05/26
6.	Include curriculum presentations from school leads for two remaining meetings of 2026 academic year	HT/Chair	06/05 & 08/07
8.	Issue schedule for link governor visits	HT/JS	13/03/26
8.	Notify the clerk of the relevant link teacher contact name for each link governor role.	HT/Clerk	After meeting
8.	Confirm with KG her link governor role(s)	AH	13/03/26
13.	Discuss EBSA with Trust to explore systems to tackle avoidance and monitor trends	HT	06/05/26
15.	Add PA as Safeguarding lead to school Safeguarding policy	HT	After meeting