



## The Local Governing Board of Keyingham Primary School

Minutes of The Local Governing Board Meeting  
Wednesday 19 July 2023, 17:00

**PRESENT:** Mr J Frankland (Chair, JF), Mr S Aldridge (SA), Mrs H Singleton (HS), Miss K Littlewood (KL), Mrs V White (Headteacher, VW)

### ALSO IN ATTENDANCE:

Mr M Copley (MC), Mrs L Thompson (Clerk, LT).

Throughout these minutes a question is indicated by Q followed by the initials of the questioner and a comment is marked by C

### 68 WELCOME AND INTRODUCTIONS

The Chair opened the meeting welcoming Governors to the final meeting of the academic year.

### 69 APOLOGIES

Apologies had been received from Mr I Cutts, Mrs J Harrison and Miss S Chadwick (SC)

**Resolved:** That consent be given for the absence of the above-named governors

### 70 DECLARATION OF INTERESTS

None declared for this meeting

### 71 MINUTES OF THE LAST MEETING (29 March 2023)


**Resolved:** The minutes of the meeting held on 29 March 2023 were confirmed as a true and correct record and are to be signed by the Chair, JF.

### 72 MATTERS ARISING

The Chair reviewed the matters arising from the minutes with updates provided as follows:

**ACTION:** All link governors urged to book in their visits for next term

**ACTION:** IC to complete 'Certificate in Safeguarding for School Governors' & 'Certificate in the Role of a School Governor' before the end of April LT was picking up with IC as he may be accessing the same training opportunities given his role as Headteacher.

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**ACTION:** LC to change date on Page 3 from 2012 to 2021 **Completed**

**ACTION:** LC to include the words 'and religious' to bullet 5.12 of the Intimate Care Policy  
**Completed**

**ACTION:** VW to make reference to the Trust Framework in opening paragraph. Once done, LC to forward to the LGB for electronic approval **Completed**

**ACTION:** VW to reword the Writing paragraph on Page 5. Once done, LC to forward to the LGB for electronic approval **Completed**

**ACTION:** VW to send info re: online guides to social media apps for parents **Completed**

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**YEAR 5 MOCK DATA. The table also provides comparison to last year's cohort**

<u>Croxby Primary</u>			<u>Keyingham Primary</u>		<u>Penshurst Primary</u>	
Cohort Data	Total	PP	Total	PP	Total	PP
Number of Pupils	54	14	29	11	70	20
<b>2023</b>						
Reading 95+	54%	57%	69%	82%	66%	40%
Grammar 95+	70%	71%	62%	73%	69%	45%
Maths 95+	65%	71%	48%	64%	33%	20%
Reading 100+	33%	36%	45%	64%	41%	30%
Grammar 100+	52%	64%	31%	36%	44%	20%
Maths 100+	31%	21%	31%	45%	13%	5%
Reading 110+	6%	0%	7%	18%	10%	5%
Grammar 110+	11%	7%	3%	9%	4%	0%
Maths 110+	6%	0%	0%	0%	0%	0%
<b>2022</b>						
Reading 95+	65%	82%	45%	33%	54%	50%
Grammar 95+	69%	73%	26%	17%	70%	65%
Maths 95+	48%	64%	38%	17%	22%	20%
Reading 100+	50%	64%	10%	0%	33%	40%
Grammar 100+	37%	36%	0%	0%	39%	55%
Maths 100+	27%	45%	14%	0%	6%	0%
Reading 110+	5%	18%	0%	0%	6%	5%
Grammar 110+	10%	9%	0%	0%	4%	5%
Maths 110+	0%	0%	0%	0%	0%	0%

C: (SA) Comparing the other schools to Keyingham is unhelpful and it would be preferable to see Keyingham trends including information for each year group

C: (VW) Internal data from core subjects had not been included as the data was centrally provided, it was agreed that this would have been helpful. Recognise that attainment isn't where it needs to be but real progress has made with plans in place to ensure that progress continues to be made.


Q: (SA) Data tracking and forecasting is an area of interest and it would be more beneficial to track the same classes through the school to see progress.

VW: There will be more internal data for each year group rag rated in the coming academic year and it is clearer in the development plan.

**ACTION 1: Future school performance reporting during the year to consistently include in-year progress data against previous year data, predictions and national average data (ideally with the use of graphical charts). VW/DW**

Q: (JF) Outcomes are not where we want them to be, can you talk us through the reasons?

MC: Reading was the area which came down to four children which had a significant impact. One of those pupils has been identified as receiving special consideration but it is not clear yet what

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that means. It could be that this pupil should have received 10% additional which would have an impact on the overall figures.

Q: (JF) Was this data as against 2022 figures?

VW: We do not want to give excuses, these four children are national readers and the assessment was not reflective of the ability. We are challenging the marking in one other area which would have seen an increase of nearly 4% for each child.

Q: (JF) Are there any lessons that can be learned and applied to current Year 5?

VW: Yes, it is speed, the education endowment foundation makes recommendations that the school have put in place but support staff needed an academic skill that wasn't in place. There is a different model of delivery for the new academic year which we will be introducing for years 6, 5 and 3. We will also track some onto Fresh Start and bring in additional support via the central Trust team to improve outcomes.

Q: (JF) Some of the mock data for the current year 5 looks positive in terms of results, could you talk me through the reasons for this?

VW: These pupils have had an extra year in the new Keyingham delivery model with consistent staffing delivery which can be seen. Year 4 is an anomalous year, but we have a covid resource that we can use for this year group to support delivery. We have also considered at length the risk and how to influence this in future years through consistent teaching and delivery.

C: (JF) The results are not where we wanted to be, in some cases below national average. We need to keep applying those measures and reviewing to check.

C: (VW) We have been changing small things when we need to and when we can. For example a different member of staff now delivering year 5.

C: (SA) Each year group is different and it is important to recognise that.

C: (VW) There are new cohorts coming through Key Stage 1 and a lot of ground work laid which was missed by those impacted by Covid. There are lots of complex factors, and we wouldn't want to strip away the individuality of each pupil.

C: (JF) We want to see trends to help us to see progress and any areas for development.

C: (SA) And forecasting forward to understand areas of skill and underdevelopment.

C: (MC) We were very pleased with the maths outcomes particularly those in receipt of pupil premium and/or with an EHCP.

C: (JF) The balance of SEND and PP within each year/group is difficult to identify as these are combined for disadvantage which is the highest in the Trust but it gets unnecessarily lost.


C: (VW) In Y1 phonics is good, EYFS is good, Y2 reading/writing are strong. In early years we are working in the pre-school to build the foundation to support and the strong disadvantage score is reflective of that.

JF summarised that Governors recognise the effort that all of the staff have put in to achieving the results, they were reassured that measures will be put in place to address areas of continued improvement. Governors recognise this work will be ongoing but were reassured that there was a clear understanding of the needs of the next cohort coming through the school.

## 74 SAFEGUARDING REPORT

MC spoke to the safeguarding report highlighting the success of recent years after the recommendations in the last OFSTED. He noted that all staff had engaged well with the training, DSLs were undertaking spot checks, there had been a low number of cases with serious concerns and where concerns had come up, the school had worked well in a multi-agency approach. Safeguarding remained high on the school agenda.

VW noted that she was now SENDCO and supporting safeguarding conversations with staff were taking place more openly and frequently to support this work and share good practice. There were good working relationships with the local PCSO who had been responsive. The

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introduction of Jigsaw (the PSHE scheme of work) has been very successful with lessons targeting key themes giving the example of homophobic language that was now no longer being seen in the school. VW thanked JF who had facilitated a relationship with a senior member of the police and Crime Commissioners Office which had bolstered the idea of educating to avoid later antisocial or illegal behaviour with pupils.

MC explained that the Safeguarding Alliance had completed an audit which had been broadly positive and all points in the plan had been reviewed and there were no high risks identified. He summarised that he felt confident with the training of staff and the way children had engaged.

Q: (HS) What is "SmoothWall"?

MC: SmoothWall is online monitoring software. If anything inappropriate or potentially inappropriate is searched online and it makes it through the filter then it will flag with me via email. I then use this as an opportunity to have a conversation with pupils who are now aware of the risks.

MC gave a recent example of a child who had inadvertently clicked on a news pop up which included the words "kill me" where he immediately received a call from the Trust raising it with the school.

C: (SA) That is very reassuring.

C: (MC) There will be key training on children and online behaviour for Governors.

C: (VW) We informed HR of the changes to keeping children safe to inform Trust work.

C: (JF) I'm encouraged by the bolstering of the safeguarding team.

Q: (HS) Do we use Team Teach?

MC: Yes, staff all got an annual certificate. The red detailed in the report simply shows the most recent rather than an issue.

Q: (JF) Has training been updated and refreshed for the next academic year?

MC: Yes, refreshed each year and there aims to always be 6 people trained on Team Teach.

Q: (SA) In future reporting could we have a running total to see cumulatively?

VW: Yes, this would be useful for the LGB to monitor to ensure no lapses.

C: (MC) Team Teach is now a two-day qualification, day one de-escalation, day two intervention.

C: (VW) A lot of restraint manoeuvres were based on application on adults, all staff have said they would welcome further training on how to adapt these techniques for use on children in the unlikely event that a need ever arose.

**ACTION 2: Feedback to the Trust to consider any "train the trainer" opportunities for Team Teach to give wider access to this training to staff, particularly focused on application of physical intervention techniques on age 3 and above. LT/RL**


Q: (HS) What do we mean by "conflicting behaviours"?

MC: CPOMs have a drop down box, a full list could be provided with the papers in future meets.

C: (JF) Perhaps it wouldn't be helpful to have a second list of acronyms as there are already a lot within current reporting.

Discussion took place around the use of acronyms and it was agreed that acronyms where possible would be kept to a minimum. MC explained that conflicting behaviours included: cyber, LGBTQ+, racist so any type of behaviours that fall into these categories hence why there are so many.

C: (VW) Children can sometimes become blind to the language they are using which can be offensive, it is helpful for staff to be able to report this through CPOMs, we have the facility to add some more depth or consider the classification.

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Q: (HS) Do you let staff know?

VW: Yes, we do, and we ask for follow up actions.

Q: (SA) This is great two-way education, by educating it is not appropriate they will then raise it in their home life.

C: (VW) We have been challenged by parents about why smoking/vaping is bad and in response we explained this was part of the national curriculum.

C: (MC) It is about educating not lecturing.

C: (SA) Good to recognise as a Governor that the school can have that impact on the community.

C: (VW) We do challenge parents on their behaviour.

Q: (JF) I don't see a timeframe, for example in the logged concerns analysis is this possible?

MC: This is a termly report, we can do a cumulative report.

**ACTION 3: The behaviour data table to be adapted to include cumulative yearly data as well as identifying the termly data and associated trends. MC**

Q: (JF) The appendix year to date behaviour, suspensions don't add up? Is that instances, number of days?

MC: This is an error and we will adapt for the next report.

Q: (JF) NHS mental health support worker, how often is this person in and how are we identifying need?

VW: Weekly. The individual performing this role is a student completing their training so we are working with them inducting them into school and then also holding meetings with senior mental health lead to identify and then work begins.

C: (JF) A safeguarding link visit would be helpful to consider this and would be included as part of the Governor Link scheme update later.

**75 BEHAVIOUR AND ATTENDANCE REPORTS**

JF requested that the behaviour and attendance reports were considered together.

**Attendance by Year Group: 01 September 2022 – 27 June 2023**

School	YR	Y1	Y2	Y3	Y4	Y5	Y6	Total
Croxby Primary School	95.6	94.2	96	92.4	96.3	95.3	95.7	94.8
Keyingham Primary School	92.9	94.8	94.8	95.4	96.1	94.7	94.6	94.3
Penshurst Primary School	93.1	95.3	95.3	93.6	94.9	94.2	93.5	93.8
<b>National (primary)</b>	<b>92.7</b>	<b>93.4</b>	<b>94.1</b>	<b>94.3</b>	<b>94.3</b>	<b>94.2</b>	<b>94</b>	<b>93.7</b>
<b>Yorkshire &amp; Humber (primary)</b>								<b>93.7</b>

**Year to Date Behaviour – Suspensions from 01 September 2022 – 27 June 2023**

School	YR	Y1	Y2	Y3	Y4	Y5	Y6	Total
Croxby Primary School	0	0	0	5.5	0	0	6	11.5
Keyingham Primary School	0	0	0	0.5	0	0	0	1.5
Penshurst Primary School	11	0	0	0	0	2	2	15

MC spoke to the report noting behaviour continues to improve at Keyingham. Use of behaviour levels are now consistent across year groups. Year 4 has the lowest levels due to the size of the cohort and historic staffing issues. Where numbers look larger, this is due to a small number of (in some cases, 1) children and is not reflective of the cohort as a whole. Arbor is now being used to record positives for children as well (school values and house points). Teachers are being made aware of how they record and reward their children to strive for consistency in this as well. Parents can now see both positive and negative behaviour levels.

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HA confirmed that pupils being engaged with learning was also her experience during her link visit.

C: (VW) We now have consistency of application of behaviour and also how it is captured which has really shifted this current academic year. MC positive to receive positive uploads not just the negatives.

C: (VW) Logged in as a parent for certain pupils and then rang and spoke to parents to ask them to talk them through the data. Positively received. Consistency of recording is now much stronger, we know parents are seeing this.

Q: (JF) What is the difference between level 1 and level 2?

MC: At level 1 we tell them to amend their behaviour that is not right and they usually do. If they don't amend the behaviour then it progresses to level 2 which involves a different action or sanction. If still persisting, this becomes level 3, this needs to be more serious behaviour, with a stronger sanction including contact with home or removal from classroom (as a last resort).

Q: (HS) Where do pupils go?

VW: In another classroom with either MC or myself, they are never on a corridor alone, always with a member of SLT.

Q: (JF) Years 3, 2 and 6 were the high levels of Level 3 behaviour sanctions, could you talk me through these?

MC: There are a small number of pupils whose behaviour is not where we want it to be. We still have other avenues to engage with from the local authority, but need to sometimes consider the other needs and making reasonable adjustments understanding background and needs.

C: (VW) We have the Thrive programme, a national nurture programme. We have also completed a Boxall profile for all pupils in FS2 upwards, this allows you to access the reasons for some of the behaviour. It will allow some pupils not to fall through the cracks. The behaviour is not high level disruption but still an issue. Also these resources help identify the bigger issues, perhaps undiagnosed needs, attachment or trauma. Teachers can then address the class/cohort in a different way. e.g. if a child responds well to praise, teachers will then place them at the front of the room and give regular praise. Given incredible insight into strategies and actions to support those children.

C: (MC) The daily behaviour log has really helped to access additional support.

Q: (JF) Presumably we should expect these number to reduce?

MC: We believe that they have reduced.


C: (JF) Would be helpful to see and understand in future reports particularly broken down by year.

C: (SA) The Behaviour Policy shows level 1, level 2, level 3 but doesn't identify classroom removal as a potential sanction?

VW: We will take that away, it isn't standard to remove, it is an offer of a break sometimes but we do need to capture that and use this as an opportunity to review the behaviour policy.

**ACTION 4: Vic White/Mike Copley to review the school behaviour policy and bring this to the next LGB meeting (11 October 2023). VW/MC**

MC spoke to the attendance report summarising that attendance remains above national averages in all year groups. Low persistent absence is also very positive. Attendance is diligently yet empathetically pursued with families. Where low attendance is a concern, every family has worked collaboratively with our attendance officer. Letters have been sent to all families making them aware of their child's attendance whether high or low and offers of support have been well received. The attendance officer has also been added to the safeguarding team as a DDSL and this has helped with her panoramic view of the children in the school and the approach she has taken towards tackling any cases of low attendance. This approach has been very successful fostering excellent working relationship with the Local

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Authority attendance officer who was complementary at the schools ability at spotting and addressing trends.

KL gave reflection on her own experience which was positive.

*C: (HS) Attendance has been positive consistently all year which needed to be recognised.*

*C: (MC) It is very positive against the local picture of ill health recently.*

*VW: The last Ofsted inspection identified lack of care which has improved.*

*C: (SA) This is a great indicator since last report, pupils like coming to school showing the success of approach.*

*C: (JF) There was a consistency issue on the data that had been presented as there was no data on persistent absence data this time to allow comparison or identify trends*

**ACTION 5: Future reporting to consistently include persistent absence data and the inclusion of trend data based on the previous academic year/current targets. MC**

**76 SEND REPORT**

VW spoke to the SEND report, noting that the numbers have increased as had the national average, slightly higher in some areas. This would change significantly in September as there would be 5 new EHCPs. This would leave a total of 7 with the school currently funded at a flat rate for 4 and it has been agreed the school will be able to access "top up" funding. The school has a good working relationship with the Local Authority. Quality of education for SEND has improved significantly. VW explained she had enjoyed the combined SENDCO role with Headship. She summarised she had revised the big 5 (teaching and learning approach), Learning Support Plans had also been overhauled to provide more obvious impact and accountability of the teachers. She noted that children with SEND traditionally don't always make progress of their peers, the progress of the schools SEND pupils showed that 70% partially or fully achieved target which is great. There had been a lot of hard work with SEND parents, who were a little disengaged, now much more positive relationship, increasingly positive feedback from parents.

*Q: (JF) Will the increase in numbers continue?*

*VW: Will likely go to 8 possibly 9 next year, to discuss in Autumn.*

*Q: (HS) What is maximum?*

*VW: There is no maximum but we have to consider additional space and resource.*

VW gave insight into changes in the estate to give access to a quiet space outside and also a new sensory dark room (white walls) window in door and blind over it. 4 virtual spaces for pupils.

Governors noted that potential funding requirements could be discussed with the PTA to identify fundraising opportunities. .


*Q: (SA) Could we have a breakdown per year group for the next report?*

**ACTION 6: A breakdown of the SEND profile per year group to be provided in the next SEND report. VW/MC**

*Q: (JF) Do pupils ever lose their EHCP?*

*VW: Very rarely do they lose their plan, but Social Emotional and Mental Health needs (SEMH) is more complex, and the school will have one pupil who is coming off their EHCP in the near future.*

*Q: (SA) In the de-escalation room have you made all walls in the room safe and secure for children who may be lashing out?*

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VW: Yes we have carefully considered the needs of pupils and the flooring and upwards will all be "kick proof".

Q: (JF) The school has a higher percentage than national of SEND pupils, are your staff managing with it okay?

VW: The training has supported better understanding by staff and clearer use of "fix its" so all very clear helping children and staff.

Q: (SA) Consistency in homelife and school life makes it a lot better. How are we working with parents?

VW: Relationships with the families, we have informal meetings. Two high needs mums who spoke to each other and are now helping each other.

Q: (SA) How have the staff coped with staff absence.

VW: Very well, they are busy but well supported. There will be a structured handover when the staff member returns to work and there has been a change in focus for the role with non-teaching elements and other support.

## 77 SCHOOL DEVELOPMENT PLAN

VW spoke to the SDP highlights, noting:

- 3 main targets (first one will continue into the next academic year which will split into two)
- Target 2 well achieved (pupil, staff, parent voice all strong), work was much needed which is now a strength
- Early years has very much improved in the academic year, it will be important to ensure this progress is sustained

Next year:

- two main areas for development out of the first target, why outcomes not strong, quality of education full and broad curriculum needs work
- Second target will be work on leadership capacity of staff, haven't been able to release staff to develop them, concerns around workload/wellbeing,
- Improve curriculum
- Ensure leaders in school, implement train and show impact of work

Q: (HS) Does the SDP start fresh each year?

VW - Yes but based and built on the previous years' targets.


Q: (JF) I would prefer a more concise document with just the important indicators, with a more focused, constant and forward looking approach perhaps if new narrative is inserted previous narratives could be removed?

VW showed an overview document that could be used which focused on what is the issue and what is the plan, it was important to capture the work and impact of actions through the years' narrative.

C: (HS) Now is the time to review the document to make sure it is easy to understand and progress is captured clearly.

Q: (HS) Who sets the targets?

C: (VW) We have set them with support with the quality improvement team, usually becomes apparent in April the areas to work on.

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**ACTION 7: An overview document to be provided as part of the School Development Plan, with a table “rag” rating areas of focus/movement for the LGB and linked/signposting to the relevant detail in the SDP for ease of review. VW**

## **78 STAFF SURVEY OUTCOMES/ACTIONS**

VW spoke to the staff survey noting that a group of staff had not engaged with the survey as they were not convinced it was anonymous. Overall, the survey gave positive insight into areas for work. Building time for staff, has been captured in the coming development plans.

*Q: (HS) How will the school give them time to complete the survey in the future?*

*VW: We have built more resource, we will have improvement team support who will be an associate member of SLT, which is a secondment within the Trust. This role will have no class responsibility and will lead 3 subjects with appropriate time built in for other activity. A practicing Headteacher of an outstanding school is working with the leadership team to share good practice. Staff are engaged with this, have redistributed some leadership subjects to play to team strength.*

VW gave examples of the movements within the team and noted that staff were excited.

*Q: (JF) What is the expected duration of mentoring support?*

*VW: As long as support plan lasts.*

VW gave insight into the proposed approach over the first 3 weeks explaining that she was mindful of the staff who have delicate confidence.

*Q: (JF) What are the timings of development plan?*

*VW: This will come to LGB in October after the review has completed albeit the “how” will likely be updated.*

*Q: (JF) Is that usual?*

*VW: Yes, officially to be shared with you in October. It is not possible to have earlier as it is a tight turnaround to provide a version to the LGB in July.*

Governors discussed the insight into the plan as it began to take shape. VW invited Governors to join the inset day on 4<sup>th</sup> September, productive conversations to listen to staff perspectives.

*Q: (SA) How are you going to get better staff completion of the survey next time?*


*VW: When results came out, I confirmed that I had no insight into who had completed, it is about education and building confidence.*

*C: (JF) We have to be cautious as it doesn't give a complete picture particularly such a low participation.*

*C: (VW) Time was given to all staff to complete the survey. It is not possible to re-run the survey now as it has been planned in on a cycle.*

*Q: (JF) Work related stress stands out with over a quarter of staff feeling this and 10% with no work life balance, it feels we have lots of commitment but not enough balance. What can be done to build on the high levels of staff commitment whilst still achieving a reasonable balance?*

*VW: Extra leadership capacity will help to address this to give time within their week as well as buying in high quality curriculum resources to reduce preparation time. PPA time no longer requires planning, saving resources on high quality workbooks which is one way to address workload.*

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C: (VW) We have to accept there will be an aspect of work-related stress implicit in the teaching profession. Have now brought in two high quality curriculum providers of foundation curriculum which will give that, which will reduce again a further reduction.

C: (VW) Enrichment of English curriculum, some staff comfortable taking on more responsibilities. We have looked at staff CPD time, which we are now bringing back together as an individualised approach has been less effective.

C: (JF) As governors want to make sure any stress is managed as well as it can be.

C: (VW) The team are brilliant, self-supporting and good at looking after each other, this is about how we identify what puts the pressure on and mitigate that.

C: (JF) We would want to continue to monitor this as we would not want to lose staff.

Q: (SA) Can we correlate this to sickness?

VW: The support system through Trust to bring people back safely has been very helpful, it has also prompted honest conversations as an open, caring establishment.

Q: (HS) Is there anything the LGB can do to support?

VW: Not sure yet, need to see how the new role works as well as the change in responsibilities.

C: (MC) The level of challenge Governors are now giving the team has really helped improve.

VW noted that risk register training would help, JF agreed he would raise at the Chairs meeting to ensure VW was supported and able to access development. LT explained that a risk appetite session was planned for the Board but had been delayed due to illness. This was now hoped to take place during the Autumn term.

## **79 GOVERNANCE UPDATES**

HS spoke to her link Governor visit report which had been circulated to the LGB.

JF – updated Governors on the planned relaunch of the Governor Link Scheme. LT explained that this provided an opportunity to revisit current links to better align to skills and interests, she also talked through the planned scheme.

## **80 RISK REGISTER**

VW spoke to the risk register report and highlighted a positive conversation with JF about risk and how to manage this effectively.


### **ACTION 8: Consideration to be given by the Trust to training opportunities for Headteachers/leadership teams on risk management. LT/RL**

Governors spoke about their role to input into the risks identified, to bring different perspectives, focusing on key risks and identifying future risks.

## **81 SPORTS PREMIUM**

VW spoke to the sports premium report, noting that a member of staff had taken on PE leadership this academic year having joined as an NQT. The Sports Premium had been reviewed with the leadership team, ensuring much more participation, enrichment of the curriculum, clubs provided with resources, and EHC children have even visited a triathlon at Hymers. The school has identified a clear vision for the way in which sport complemented the learning environment, coupled with recruitment of a fully qualified sports coach to boost school clubs, coaching of school teachers and two forest school practitioners.

Governors reflected that the enrichment activity had been incredibly strong this year.

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VW expressed thanks to Holderness School for sharing its minibus. She also noted that the school had applied for a "gold mark" for sports and inclusion.

Governors expressed their thanks to the PE staff member for the work that was taking place.

*Q: (JF) What will be the budget for this next year?*

*VW: This will be similar, much of the budget does go on staffing. It would be incredible to offer for sports clubs for free next year if possible but this was something to work through with the budget.*

*Q: (SA) Are there any opportunities for sponsorship, can we get local involvement?*

*VW: We are looking at this.*

*C: (LT) This is possible, we just need to be clear about the type of sponsorship and how this will be used.*

## **82 DATE OF NEXT MEETING**

Wednesday 11<sup>th</sup> October 2023 at 5 pm

## **83 AOB**

*Q: (SA) Would it be useful to have Governor engagement on parents evening, perhaps on a rota?*

*VW: This would be helpful, currently the date of the parents evening is likely to be the week of 25<sup>th</sup> September but this would be confirmed.*

HS explained she had received a personalised thank you for the letters that were sent to parents.

HS had attended the complaints handling training which had given good insight into the way in which complaints were handled. She explained the training had identified it was good practice to consider complaints data at LGB meetings, namely how these were handled and any complaints that might have arisen which would be useful.


### **ACTION 9: A future report on complaints to be included in the next academic year cycle of business. VW/LC**

Governors discussed the format of meetings and the opportunity to have a teacher presence during meetings to talk about what is happening in their area together with more informal Governor sessions during meetings. This staff involvement would be very helpful to gain insight into their day-to-day work and would also be complemented by some pupil attendance periodically. JF noted that KL would be chairing the October meeting and expressed his disappointment that the papers were circulated late for the meeting. LT explained that this was due to staff absence. JF expressed that the agendas were large and consideration needed to be given on focusing on some key areas to make the agendas more manageable.

### **ACTION 10: Consideration to be given to ways in which Governors could support staff inset days/parents evenings and also how the agendas for meetings could be condensed to allow more depth than breadth and opportunities for staff to join the meeting for 10 minutes at the start to give insight into their area. LT/LC/JF. LT/LC/JF**

## **84 ACTION POINTS**

**ACTION 1:** Future school performance reporting during the year to consistently include in-year progress data against previous year data, predictions and national average data (ideally with the use of graphical charts). VW/DW (**minute 73**)

Signed by the Chair:  13

Date : \_\_11 October 2023\_\_\_\_\_

**ACTION 2:** Feedback to the Trust to consider any “train the trainer” opportunities for Team Teach to give wider access to this training to staff, particularly focused on application of physical intervention techniques on age 3 and above. LT/RL (**minute 74**)

**ACTION 3:** The behaviour data table to be adapted to include cumulative yearly data as well as identifying the termly data and associated trends. MC (**minute 74**)

**ACTION 4:** Vic White/Mike Copley to review the school behaviour policy and bring this to the next LGB meeting (11 October 2023). VW/MC (**minute 75**)

**ACTION 5:** Future reporting to consistently include persistent absence data and the inclusion of trend data based on the previous academic year/current targets. MC (**minute 75**)

**ACTION 6:** A breakdown of the SEND profile per year group to be provided in the next SEND report. VW/MC (**minute 76**)


**ACTION 7:** An overview document to be provided as part of the School Development Plan, with a table “rag” rating areas of focus/movement for the LGB and linked/signposting to the relevant detail in the SDP for ease of review. VW (**minute 77**)

**ACTION 8:** Consideration to be given by the Trust to training opportunities for Headteachers/leadership teams on risk management. LT/RL (**minute 80**)

**ACTION 9:** A future report on complaints to be included in the next academic year cycle of business. VW/LC/LT (**minute 83**)

**ACTION 10:** Consideration to be given to ways in which Governors could support staff inset days/parents evenings and also how the agendas for meetings could be condensed to allow more depth than breadth and opportunities for staff to join the meeting for 10 minutes at the start to give insight into their area. LT/LC/JF (**minute 83**)

The meeting closed at 19:45

Signed by the Chair:  14

Date :\_\_11 October 2023\_\_\_\_\_