



LOOSE PRIMARY SCHOOL

PUBLIC MINUTES OF THE 2022/2023 MEETING OF THE LOCAL GOVERNING BODY COMMITTEE HELD ON WEDNESDAY 22ND MARCH 2023

PRESENT

John Edgar (Trustee) LGB Chair	Katherine Atkinson (Co-opted Governor)
Richard Benjamin (Parent Governor)	Tetyana Bennett (Parent Governor)
Elizabeth Harris (Staff Governor)	Sarah Holman (Governor and Headteacher for Loose Primary School)
Sean Johnson (Associate Governor and Deputy Headteacher for Loose Primary School) <i>until 17.40</i>	Sam McMahan (Associate Governor)

IN ATTENDANCE

Trevor North (Incoming Headteacher)	Stacey Marsh (Governance Clerk)
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PART A – PUBLIC MINUTES

Yellow highlighted text demonstrates challenge / questions to the Trust representatives

1. WELCOME AND APOLOGIES FOR ABSENCE

1.1 All attendees were welcomed to the meeting and introductions were made for the benefit of the new Headteacher, Trevor North who will be officially joining Loose Primary School from term 5.

1.2 Apologies were received and accepted from Berenice Pretlove.

1.3 The meeting was nevertheless quorate

2. DECLARATIONS OF INTEREST

2.1 Governors were given the opportunity to declare any declarations of interest against the agenda to which none were declared.

3. MINUTES AND ACTIONS OUTSTANDING

3.1 *Minutes*; Governors approved the minutes as a true and accurate record of the meeting that took place on the

3.2 *Actions Outstanding*; All actions were noted as completed ahead of the meeting

4. HEADTEACHER REPORT

4.1 *Safeguarding Audit*; This Safeguarding Audit report has now been shared with Governors via Governor Hub; Mr North was present during the audit and the report indicates next steps and actions for the school to consider.

4.1.1 Within the report, there is detail around the swimming pool, and how parents are logged when they arrive onto the school site which the auditor recognised is a difficult situation for the school to manage.

The school are considering their options at the moment and are working with the swimming teacher to reach an agreeable solution.

4.2 *Staffing*; Recruitment continues to be an ongoing challenge across the school. The school has recently advertised for a year 5 teaching assistant (TA) that resulted in no appointment. Recent successful appointments have been made on a zero hours contract, however comes at a substantial work load to organise.

4.2.1 The school recently offered a position to a qualified High Level Teaching Assistant (HLTA) however they were unable to locate their GCSE certificates and the individual therefore could not be appointed as the Trust could not satisfy their safer recruitment checks. The Headteacher, highlighted that the individual was employed, at the time of interview, at another school in the role of HLTA. For those in similar situations and those without GCSE qualifications, the individuals are appointed on a Fixed Term TA contract until they can find their certificates, or successfully complete the necessary qualifications.

4.2.2 TN made an observation that he has seen several emails about staff leaving since he has joined and questioned if staff are leaving because they are anxious about the future at Loose Primary School; Governors were reassured that staff are leaving as they have secured positions with a higher salary, and one person is emigrating. In some cases, staff are leaving for positions where there is career progression.

4.2.3 The school continues to have vacancies in the following roles; Midday Meals Supervisor, TA and three HLTA positions. For the time being these roles have been removed from the budget going forward.

4.2.4 Governors challenged if the vacancies are impacting on the children, and made reference to children with Educational, Health and Care Plans (EHCPs); Governors were advised that whilst there are gaps across the school, all children with an EHCP have appropriate support in-line with their needs and the vacancies relate specifically to class based support.

4.2.5 The school has seen a reduction in the quality of applicant, and have noted that they receive several applications where the individual has no relevant experience, and a large part of the application is left blank.

4.2.6 Governors challenged if the recruitment selection criteria are a barrier to recruiting skilled staff; It was suggested that in some cases this is having an impact, however the trust are looking at salaries and structures within the school to support the recruitment challenges.

4.2.7 Governors questioned if the school have approached recruitment agencies for support with the ongoing vacancies; The school has approached agencies, however this is typically an expensive option and often is not received well by staff who are paid less than casual workers.

4.3 Attendance; With particular reference to SEND pupils, Governors questioned if there is a particular trend that is impacting on the overall attendance of the school; Governors were assured that pupils with SEND have no significant impact on the overall attendance of the school, and highlighted the following numbers;

- SEND overall attendance is 95.4%
- SEND EHCP overall attendance is 91.8%. There is a number of children with physical needs within this grouping that have a number of medical appointments in school time. This is authorised absence.
- Whole school attendance overall is 96.5%
- Pupils with English as an Additional Language (EAL) overall attendance is 96.4%
- Pupils who are eligible for Pupil Premium funding overall attendance is 94.1%
- Pupils who are not eligible for Pupil Premium funding overall attendance is 96.7%

5. STRATGIC DOCUMENT

5.1 The spring term data is currently being collated with the information to be reported to Governors next term.

6. FINANCE

6.1 Following the recent budget monitoring meeting this term, Governors were advised that there continues to be budget pressures across the school and these were discussed at length. Reference was made to the staffing, and the work that is being undertaken within the central trust team to evaluate pay band grades and structures.

6.2 Lettings were also discussed with particular reference to breakfast and afterschool clubs that are currently not making a profit and this is largely the same across all three trust schools.

Discussions took place around other opportunities the school has to bring money in and it was suggested for the school to ask parents for regular voluntary contributions to support the school. Previously the school asked parents to pay £30 per year as a voluntary contribution to the school that a high percentage of parents would pay, however this was stopped to align all three schools within the Trust that all have a different demographic context to consider. The school do currently bring money into the school via a non-uniform day. These take place once a term and bring in around £1,000 per event.

Governors challenged how voluntary contributions are seen by the trust; Following the conversations that took place during the budget monitoring meeting, voluntary contributions will be proposed to the Trust.

A Governor highlighted that a local Grammar School asks for parents to contribute £5 per month towards the school, and this is outlined in the school admissions pack for new parents to complete a Direct Debit form.

6.3 The Trust has agreed to increase lettings by 15% and this will support the current challenges around energy costs.

6.4 Support staff salaries are being increased by £2,000.

6.5 Looking at the 3-year budget, there is a considerable deficit, however this is based on early indicative numbers that the finance team continue to work on this.

Governors challenged if the school will be using their reserves to top up the 2023/23 budget; At the moment schools have been advised to use 6% of their reserves to protect the budget and anticipated costs.

Action point 1; JE and TN to arrange to meet with the central Finance team to explore specifics within the budget.

7. SAFEGUARDING

7.1 As mentioned previously in the meeting, Governors now have access to the Safeguarding audit report and actions area being explored.

7.2 Safeguarding audits have taken place across all three trust schools, and Mark Chatley will be considering any trust-wide actions when all the reports have been received and considered.

8. SCHOOL POLICIS

No policies were presented to the Governors

9. GOVERNOR MONITORING

9.1 Monitoring reports were received ahead of the meeting for Welfare and Safeguarding completed by Richard Benjamin and Tetyana Bennett; and for Quality of Education completed by Berenice Pretlove and Elizabeth Harris

9.2 *Welfare and Safeguarding*; A large focus of the visit was around Opal Play and Governors discussed the rationale behind introducing the scheme which largely stem from congested lunchtimes particularly for Key Stage 2.

The project is being led by Chris Hogwood in school and he explained the implementation, how training will be rolled out to the remainder of the staff and commented on the positive response from staff so far.

The school are planning to implement Opal Play across the whole school over a period of 18 months and will focus on the easier low-risk areas first.

Governors challenged the risk assessments in place, and the impact on Safeguarding particularly around how the children will be monitored during play.

The Opal Play policy has now been approved and the school would like another Governor to work alongside Sean Johnson to support the project as it develops.

Governors challenged how the school plans to measure the benefits and impact of the scheme and were advised that an initial baseline assessment has been undertaken by Opal Play. This has been received well and going

forward, there will be regular assessment check points throughout the implementation process and then a final assessment to measure the impact.

The school are currently considering how best to communicate information around the scheme to parents and Opal Play representatives have advised they can support with any challenges from parents as they have a background of information available to them following implementations at other schools.

For term 5, the school will begin the introductions to parents and children as the next phase starts and the school have deliberately chosen term 5 when the weather is likely to be better.

The school are currently working on the site plan and one proposed zone impacts the access to the car park which is currently being explored with the site team. This is a change of mindset for the staff and children who will eventually have access to the full school site.

9.2.1 *Behaviour*; The main incidents are taking place within years 3 and 4, within which there are a number of Behaviour and Pastoral Support plans for children that require additional emotional support. School staff are continuing to build relationships with children and CPD is being undertaken for teachers with instructional coaching models in place.

9.2.2 *Nurture*; This continues to be an area of focus for the school, with leaders and staff sharing their expertise to support children with significant needs. Currently there is work being done with a number of children around de-escalation strategies.

9.2.3 A meeting took place with Kath Irwin as part of the Safeguarding audit where it was suggested that more training could be offered to Governors and staff. This is being explored and KA commented that she has recently attended safeguarding training that would be useful for those joining the Governance Boards outside of the education sector. Going forward there will be consideration made to safeguarding training as part of the Governor induction and for refresher courses to be made available.

When you appoint senior leaders – use trustees on interview panels.

Governors challenged how often the Single Central Record is required to be checked; It was suggested that the Safeguarding Governor should continue checking the Single Central Record when they attend a monitoring visit at the school.

9.3 *Quality of Education*; Maths was the recent focus within the visit and it was clear to see that the department is making gains and plans are progressing well.

Staff are engaged in the "keep up, not catch up" plan and this is supporting children with gaps in their learning.

White Rose training is being undertaken by curriculum leads and one TA for each year group.

Governors challenged how "keep up, catch up" is employed by teachers and questioned if children have time out of other lessons that may lead to a gap; Teachers are using a Mastery approach, setting expectations to ensure all children are successful in their learning. Where additional sessions are required, these are carefully planned on a rota to ensure they do not always miss out on a particular subject to attend. There is careful consideration to ensure that the children who require additional support in Maths do not miss out on Maths lessons as this may extend the gaps in their learning. Ideally the children would not need to miss any lessons to have interventions, however this is not possible.

9.3.1 Within year 5 there are a handful of children being assessed as "pre-key stage". These children are being overseen by school leaders with interventions in place and progress is being seen. The children are assessed at the start and end of the intervention period to measure impact and any next steps that are needed.

9.3.2 Within Key Stage 1 (KS1), the teachers are focussed around addressing the gaps within the children's learning. Parent sessions have taken place which were well attended and it was nice to see children greeting their parents at the door to bring into school.

9.3.3 Work is being carried out in the lower year groups to ensure children have a solid number sense foundation.

9.3.4 School leaders continue to look at how teachers are assessing the children and the school has recently appointed a Maths lead who is very enthusiastic and engaging about the subject.

9.3.5 Looking ahead at the Design Technology curriculum plans, the school are considering a roll out across an entire year that will allow for a good structure for teachers and allow them to cover more specific areas. Children will be

taught in a purposeful way and will look at, for example, when children explore bridge structures, they will learn about varied reasons that bridges are used, rather than all being asked to build a certain type of bridge. This is an evolving model, and typically is a costly subject to run as there is a prominent level of resource needed.

10. PROFESSIONAL DEVELOPMENT

10.1 This is the second academic year where the school are using a disciplined enquiry approach to CPD. Teachers are owning their CPD and looking at areas where they have a particular interest with the aim of improving their knowledge and practice for children in the school. Teachers are being encouraged to research their chosen areas and trial their hypothesis. Across the year there are various checkpoints to understand how the work is progressing with the idea that this is making them improve their general teaching skills. Going beyond that, they are tasked with how their learnings can be shared across the wider school and this is taking place through collaboration and professional development meetings.

10.2 Looking at instructional coaching, there are now 6 coaches trained within the school who are undertaking lesson visits twice a term using walk throughs as the basis for best practice. So far this is going well as it is personal to the member of staff and gives the coach the opportunity to build relationships with staff and look at their practice on a granular level. The school are seeing positive results with staff who are engaged with the process.

10.3 Sounds Write training is being planned however this will come at a considerable cost and the school may need to explore supply cover as the training course lasts 4 days for each staff member.

10.4 With reference to support staff CPD, this is being mapped out and will take place twice a year.

10.5 There are challenges around Early Years staff who are not able to attend training during school time as this impacts negatively on the statutory staff to child ratios.

10.6 For the development of the leadership team, there is twice termly coaching sessions taking place with Matt De Shayne. This is a costly option however the results are very impactful.

A number of leadership staff are undertaking NPQ training.

10.7 Regular training is ongoing for the SEND team.

11. GOVERNOR TRAINING

11.1 Governors reminded to alert the Clerk with any details of training that is undertaken.

12 TRUST BOARD UPDATE

12.1 Despite the additional work being undertaken to rectify the damage in one of the classrooms, the staff are feeding back that there are continuing problems. This is being investigated with Andy Lacey and the side team. Damp levels are being recorded and there are no risks posed to the children accessing the area.

13. ECC

13.1 The committee have now held their third meeting and the trust are being challenged with questions during the meeting.

13.2 A recent investigation into the timetables across the trust has been carried out by Branwen Taylor and this has highlighted a correlation to outcomes in some areas. Work continues and schools are reflecting on their internal timings.

14. ANY OTHER BUSINESS

14.1 SATS week; Governors are invited to support the school during SATS week that takes place between the 9th – 12th May

Action point 2; Governors to contact SH and TN with availability for that week to attend school.

15. POINTS TO REPORT TO THE TRUST BOARD

15.1 Recent experience of HLTA recruitment whereby the individual could not locate GCSE certificates and despite them already working in that role for another school, the Trust would not appoint.

15.2 After school club pricing and voluntary contributions

15.3 Safeguarding training for Governors and safer recruitment.

16. CONFIDENTIALITY

16.1 TBC

17. MEETING CLOSE

17.1 All parties were thanked for their attendance and contribution.

17.2 Governors took the opportunity to thank Sarah Holman for her commitment to the Loose Primary School and wished her well in her new role.

The meeting concluded

Item	Action	Owner	Update
1.	JE and TN to arrange to meet with the central Finance team to explore specifics within the budget.	JE / T	
2.	Governors to contact SH and TN with availability for that week to attend school.	Governors	