



LOOSE PRIMARY SCHOOL

PUBLIC MINUTES OF THE 2022/2023 MEETING OF THE LOCAL GOVERNING BODY COMMITTEE HELD ON WEDNESDAY 5TH JULY 2023

PRESENT

John Edgar, Trustee and LGB (Local Governing Board) Chair (JE)	Stuart Thomson, Co-opted Governor (ST)
Richard Benjamin, Parent Governor (RB)	Tetyana Bennett, Parent Governor (TB)
Elizabeth Harris, Staff Governor (EH)	Trevor North, Headteacher for Loose Primary School (TN)
Berenice Pretlove, Associate Governor (BP)	Sean Johnson, Associate Governor and Deputy Headteacher for Loose Primary School (SJ)

IN ATTENDANCE

Stacey Marsh, Governance Clerk (Clerk)	
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Yellow highlighted text demonstrates challenge / questions to the Trust representatives

PART A – PUBLIC MINUTES

1. WELCOME AND APOLOGIES FOR ABSENCE

1.1 Welcome; JE (John Edgar) welcomed all parties to the meeting.

1.2 Apologies; Apologies were received and accepted from Sam McMahon.

1.3 Quorum; The meeting was confirmed as quorate.

2. DECLARATIONS OF INTEREST

2.1 JE gave all parties the opportunity to declare any areas of interest against the agenda to which none were declared.

3. APPROVAL OF MINUTES AND ACTIONS OUTSTANDING

3.1 Approval of Minutes; Governors approved the minutes presented as a true and accurate reflection of the meeting that took place on the 18th of May 2023.

3.2 Actions Outstanding;

3.2.1 Action point 1- JE to liaise with Andy Lacey regarding photocopier contracts;

- The photocopier costs were built into a trust-wide contract. TN (Trevor North) had set a reduction plan for the next academic year to reduce photocopying costs by £10,000.

3.2.2 Action point 2 - JE to speak with Andy Lacey about My Concern contract;

- JE & TN spoke with MC (Mark Chatley) about My Concern who advised that schools were not tied to My Concern if they felt they wanted to step away from that provider. Before the school looks at moving away from My Concern, an evaluation of how staff use the system would be undertaken.
- The school had recently moved to Arbor for school management and within the system was the option to log conversations with parents and behaviour, and so it would be worthwhile exploring how that could be used alongside My Concern.

3.2.3 Action point 3 – TN to explore the use of Apprentices within the school with the central HR manager;

- TN confirmed that whilst discussions took place around the deployment of Apprentices at the school, he felt that it was not a priority for the school to explore further.

3.2.4 *Action point 4; Governors to complete GDPR and Cyber Security training;*

- Action was noted as completed.

4. GOVERNING BODY MEMBERSHIP:

4.1 Governor Resignations; EH (Elizabeth Harris) resigned from her role at Loose Primary School and would be leaving at the end of term 6, therefore a replacement Governor would need to be appointed in the new academic year.

Action pint 1; SJ (Sean Johnson) to coordinate staff Governor nominations and liaise with JE from September.

5. SAFEGUARDING

5.1 TN assured Governors there were no safeguarding concerns to bring to their attention.

6. OTHER SCHOOL MATTERS

6.1 Ofsted; An Ofsted inspection took place on the 28th and 29th of June.

6.1.1 TN assured Governors the inspection was fair and focussed with a plethora of positive and astute observations of the work across the school, behaviour and attitudes of the children and collective leadership of the staff focussed on the curriculum.

6.1.2 The final report had not been made available at the time of the meeting and would be shared with Governors and the wider community when published.

7. GOVERNOR MONITORING

7.1 Quality of Education; Governors noted the [monitoring report](#) received ahead of the meeting from BP (Berenice Pretlove). Throughout the visit, BP explained that she looked at a wide range of pupil books across various years and subjects with several subjects standing out, however in the science books, she noted the children's work involved photocopied worksheets and there was little distinction between pupil's work.

7.1.1 The art books were particularly exciting to look at and it was clear that the children took a great deal of care and pride in their artwork. Within the books, it was clear that children were engaged in the artwork set and they were able to express their characters and individuality.

7.1.2 BP felt that there was little evidence of scaffolding in pupils' books due to the volume of photocopied worksheets and it was suggested that the next steps for quality of education monitoring be focussed on samples of work from SEN pupils across the school.

TN added that SEN across the school continued to be a challenge, and this would be a worthwhile area for Governors to explore in more depth to understand how the school adapts to children with differing levels of need.

7.1.3 Governors challenged if BP observed any lessons during the monitoring visit; Due to the time of day that the visit took place there was not an opportunity to observe a lesson.

7.1.4 A discussion took place around resources that were available to the children, and whilst there was a good level of resources available for the art curriculum, it was suggested that at the follow-up visit, BP would ask to see a sample of resources children used across other subjects and to check if they matched the level and quality of resources for Art.

Governors highlighted that some teachers provided their own resources and challenged how the school ensured that there was a consistent level of quality resources being used across the school. TN assured Governors that resources across the school were effective and had asked subject leaders outside of Art to think about what they felt was needed to make their subjects as exciting and engaging as the Art curriculum was and this would be picked up in more detail in the forthcoming academic year.

7.1.5 TN suggested that as well as lesson observations and learning walks, it would be worthwhile for Governors to attend open classroom exhibitions scheduled for Art where children were encouraged to show their parents their work in detail with a checklist to go through.

Next steps:

- **Closer look on SEND pupils, their workbooks and how the school adapts to children with differing levels of need.**
- **Review of the resources available to pupils across all subjects**

7.2 Behaviour and Attitudes; Governors noted the [monitoring report](#) received ahead of the meeting from RB (Richard Benjamin) and TB (Tetyana Bennett) Books were well looked after. They highlighted that there was a calm and settled environment across the classes and they saw that majority of children engaged in their lessons and listened to their teachers and adults well. They also observed children being supported by support staff well. Of the books that they looked at, there was evidence that suggested children took care of their books and were proud of their work.

7.2.1 RB and TB shared concerns for children who were not able to access the base of the curriculum, and challenged the impact that would have on the wider cohort. It was suggested that in the next follow up visit it would be worthwhile RB and TB exploring data and outcomes for vulnerable children and how they compared with their peers.

7.2.2 During the visit, RB and TB observed a lack of consistency across the excellence boards within the classrooms with many being found blank in the afternoons and this was recognised by TN as an area for further work to be undertaken.

7.2.3 RB and TB referred to recent complaints around bullying to which they were advised the school had investigated and had met with the parents. SJ (Sean Johnson) was involved in the investigative work around the complaint and created a chronological overview of what had happened, and the school felt that it was not a case of bullying, and this would be monitored going forward.

Next steps:

- **Analysis of data and outcomes for vulnerable pupils across the school, and how they compared with their peers.**

6.3 Finance with Leadership and Management; Governors noted the [monitoring report](#) received ahead of the meeting from JE.

6.3.1 From the May management accounts, there continued to be challenges within the budget, particularly into next year where the school forecast a deficit budget of circa £12,000. This would be covered by the reserves, however further information was awaited around teacher pay increases and looking ahead to future years, the deficits grew significantly.

Going forward, JE requested for the information to be provided to him in a different format to highlight the key areas of expense and the income that the school received from lettings which the school was becoming increasingly reliant upon.

JE reassured Governors that the ESFA (Education, Skills and Funding Agency) would see general budgets across the country in similar pictures, and the school were expecting further information around teacher pay increases before the end of the academic year.

6.3.2 Looking at the leadership and management side of the visit, it was clear that TN had already made significant decisions around the structure of the leadership team and the responsibilities attached to each leader which had already made a difference to the school.

The structure of curriculum leadership had been split into 4 different teams all of which had subjects at separate phases of development. SJ would be accountable for the leaders within the teams and would report to TN. This structure allowed for leaders across the school to have development opportunities that would be overseen by SJ. Going forward the goal was for people to be encouraged to explore curriculums and programmes of study across the country to make the curriculum at Loose Primary School exciting and engaging for the pupils. TN had made links with two schools from across the UK with e=purposeful and exciting curriculums and leaders would be encouraged to research curriculum models in the same way.

6.3.3 Assessment was the next part of the leadership journey and going forward the school wanted to be able to show evidence as a moment in time as well as highlighting how well they were being taught, gaps in knowledge and measuring the effectiveness of the curriculum. This was an exciting development opportunity for leaders and linked directly to the CPD focus across the school.

6.3.4 Support staff had shared that they felt they could be supported better, particularly around communication; This had already been looked at by TN who had created time in the week to hold a weekly briefing meeting for support staff to hear the same messages as teachers.

Action point 2; TN to add Ofsted survey parent views into September report to Governors.

8. GOVERNOR MATTERS

8.1 A Governor to attend Safeguarding training as a monitoring opportunity.

Action point 3; Governor to volunteer to attend Safeguarding training in September as a monitoring visit.

9. TRUST BOARD UPDATE AND POLICIES

- *None discussed*

10. POINTS TO REPORT TO THE TRUST BOARD

- Feedback around Ofsted inspection from the 28th and 29th of June.
- Evaluation of monitoring focus.
- Plan for 2023/24 meetings with terms 2, 4, and 6 being focussed on monitoring visits.

11. MEETING CLOSE

11.1 **Confidentiality;** Governors confirmed that no items would be recorded as confidential.

11.2. **Next meeting dates:** Wednesday 10th October 2023 at 5.00pm

11.3. **Meeting close;** JE thanked all attendees for their contribution to the meeting.

The meeting concluded at 19.00

ACTIONS TABLE

Item	Action	Owner	Update
Matters arising from this meeting			
1.	Action pint 1; SJ (Sean Johnson) to coordinate staff Governor nominations and liaise with JE from September.	SJ / JE	
2.	TN to add Ofsted survey parent views into September report to Governors	TN	
3.	Governor to volunteer to attend Safeguarding training in September as a monitoring visit.	All Governors	