

LOOSE PRIMARY SCHOOL

Local Governing Body Meeting

Wednesday 2nd February, 2022

Present: Peggy Murphy (Chair of Governors (CoG)/Co-opted Governor), Sarah Holman (HT), Katherine Atkinson (Parent Governor), Berenice Pretlove (Co-opted governor), Richard Benjamin (Parent Governor), Tim Williams (Co-opted Governor)

In attendance: Sam McMahon (Associate Governor), Sean Johnson (DHT)

Clerk: Nicky Wheeler

Item Number	Action
1 Welcome & any introductions 1.1 The CoG welcomed everyone to the meeting and introduced herself to governors. PM explained the she has been appointed as an interim CoG for one year from the 1 st January 2022 by the trust board and that she is also a CPP trustee. She has previously been on the LGB at LPS, both as a governor and CoG and was the interim CEO at CPP from March 2020 until the new TL was appointed in 2021. PM is the principal of Five Acre Wood School, which is a special school with over 750 pupils, and she is a National Leader in Education with a particular interest in mainstream schools and SEN provision. 1.2 SH expressed thanks to PM on behalf of the governing body for her support. She also advised governors that SJ had been invited to attend the meeting as he was recently appointed DHT at LPS.	
2 Apologies for absence 2.1 Everyone was present and the meeting was declared quorate.	
3 Declaration of Business Interest and any other admin matters 3.1 All governors have completed a Declaration of Business Interests on GovernorHub.	
4 Minutes of the last meeting and any matters arising 4.1 The minutes of the last meeting held on the 1 st December 2021 were duly agreed and will be signed when circumstances allow. 4.2 Matters arising included the following points : <ul style="list-style-type: none">The HT advised that she is meeting with AL (COO) to discuss the possible options for provision of extra space for break out rooms this week and will report details to governors at the next meeting.	SH
5 Any Other Urgent Business 5.1 None reported.	
6 Trust Matters 6.1 The minutes of the last Trust Board meeting on the 8 th December 2021 had been received by governors. 6.2 Governors have received and review the revised Terms of Reference. 6.3 Governors were reminded to complete GDPR training as soon as possible.	KA
7 Trust Policies 7.1 The following policies, approved by the Trust Board meeting of the 8th December 2021, were duly noted by the governors: Grievance Discipline, Conduct & Capability Supporting Children with Medical Needs	

<p>7.2 NW agreed to circulate the link to policies on the website to governors for information.</p>	<p>NW</p>
<p>8 School Strategic Matters Headteacher's report <u>Staffing Update</u> 8.1 Several staff have new roles at LPS and have induction and probation support. The School Direct teacher (Y2) and 2 ECTs (Y1 and Y5) have both year group teams and a mentor to support them with their training. The HT has put extra support in place to help them and they attend trust ECT and OTP training sessions and work closely with their trained mentors for guidance and support. 8.2 Contained in confidential annex Q: Is it easier to recruit teaching staff? SH advised that she has received 24 applications for the 2 teaching posts and 1 of the applicants work part time in the school already. She has shortlisted the candidates and SJ will now be reviewing them before they are invited for interview. Quite a few of the applicants are ECTs and SH explained that the trust offer exceptional support for them including weekly instructional coaching with a mentor. Q: Do the school have a standard exit questionnaire? SH explained that the process is informal at the moment but the SLT will look at using the standard questionnaire. PM felt that a more formal approach would offer governors an opportunity to review the feedback and she agreed to share a standard format with SH & SJ to consider. Governors also felt it might be helpful to have the exit interview conducted by someone independent of the school to receive more honest feedback. 8.3 SH explained the LPS had a high number of ECTs and that since the pandemic they require extra support and have more gaps in knowledge. She feels that whilst the standard of training in the trust is excellent, it may be overwhelming for some new to teaching. PM advised governors that the Ambition training programme is very prescriptive and set by the provider. 8.4 – 8.5 Contained in confidential annex 8.6 The school offer strategic and aspiring leaders non-contact time and coaching with leaders to develop in their emerging role and responsibilities. It should be noted that cover is very difficult to find and has been for a number of months with AHTs and HT covering classes to ensure children can be in school. 8.7 SH explained that working from home for time not necessary in school is promoted and approximately half of the staff work part time roles / job shares. This ensures the school can keep the best staff whilst allowing flexibility in roles and responsibilities and ensuring the best offer for the children. 8.8 There are currently two staff absent with long Covid, with many awaiting PCR tests or other illness / absence and an increasing daily amount of covid impacted absence with up to 30 staff off daily. Q: Is there capacity for staff to move around the trust to support each other with cover for staff absence? SH advised governors that all of the schools are stretched and do not have the capacity to do this at the moment. If the trust look at overstaffing in the future this may become an option. <u>Professional Development</u> 8.9 PDM sessions are focused on school priorities and led by strategic and senior leaders and subject leads. Leaders are working alongside staff to share best practice amongst teams and ensure a focus on all pupils accessing the full curriculum successfully to ensure it is adapted with scaffolding and support given to all learners.</p>	<p>PM</p>

<p>SH & her team are working this term, with the TL & T&L Lead, to offer support to SLT to do this.</p> <p><u>Internal Review</u></p> <p>8.10 SH advised governors that the trust have just completed an internal review of reading and it was very positive to spend time looking at one area in depth. All of the HTs, TL, T&L Lead and other key staff attend the reviews. For the recent SEND review Laura led the review at LPS with her team. SH has also found it useful to go to the other trust schools and compare how they operate and the provision in place.</p> <p>Q: Is there a follow up implementation plan in place following the SEND review?</p> <p>SH confirmed that a plan has been formulated in discussion with the T&L lead to ensure that all learners can be successful and as soon as it is complete she will circulate it to governors.</p>	
<p>Q: Are the schools in the trust looking at how they can support each other with improvements?</p> <p>SH said that at the moment the implementation plan is just for LPS as all of the schools identified different areas for improvement however, going forward this is something they will look at and add in to the plan.</p> <p><u>Strategic Document</u></p> <p>8.11 The School Strategic Document had been circulated to governors for review but SH explained that she recently met with the TL and a new document is being finalised by leaders this term for 2021-22 based on two priorities to streamline improvement areas to high quality professional development and a knowledge rich curriculum. SH will circulate the new document once it is available.</p>	SH
<p>Q: There are bold statements on the quality of teaching received by children on the Strategic Document but where is the evidence?</p> <p>SH agreed that the SSD needs to be more reflective and evidence based and this will be reflected in the revised document.</p> <p><u>School Improvement</u></p> <p>8.12 There are 2 key priorities for this academic year –</p> <ol style="list-style-type: none"> 1) Develop a knowledge rich curriculum – The DHT (SJ) leads on this and shared full information at governor monitoring. 2) High quality professional development for all staff to improve curriculum, environment, behaviour and relationships at all levels. Work on these priorities has identified that there is a need for a specific focus on adapting the curriculum to ensure all learners are successful and SLT are working with the TL & T&L Lead who are supporting with an implementation plan for this. <p>SJ agreed to circulate the 3 year action plan to governors for review.</p>	SH
<p><u>Autumn Term Data Review</u></p> <p>8.13 SH explained to governors that the data circulated to them is the first set of data the school have had for a long time and it is pleasing to see the progress made reflected in the data. The December data showed key areas for class teachers to focus on to ensure all learners are successful.</p> <p>8.14 All of the schools in the trust have taken part in Comparative Writing Judgements, so far for Y3 and Y5 pupils as part of a national project for school aged children to 14. The results so far show Loose have high expectations (when compared to teacher assessments for writing) but also how well the children can write when compared to other children nationally. Over 46,000 children have taken part so far so results are encouraging as an indicator.</p> <p>8.15 Y3 results show the LPS average writing age is 8.2 years compared to 7.8 years for all pupils. The gender divide is really evident - 7.7 for boys and 9.4 for girls.</p>	SJ

<p>Y5 shows 9.10 years compared to 9.8 for all pupils. However, it is interesting to note the gender divide also of 9.3 for boys and 11.4 for girls. This of course will be a focus for teachers and leaders to close the gap.</p> <p>8.16 Also evident it that PP children do less well than all pupils in Y5 where LPS's average is 8.4 but nationally the level is 9yrs (Y3 7.4 compared to 7.1yrs). Leaders met on 24/1/22 and discussed actions following the recent data analysis. This will be circulated to governors in a separate data report.</p> <p>Q: The target for Early Years seems high, is this realistic?</p> <p>SH explained that whilst the target is aspirational she feels confident that it is realistic. Whilst the children, some of whom have missed out on attending preschool due to the pandemic, are struggling with aspects of school life they are generally strong on maths and numbers. This is very different to the picture seen in KS2 where reading is stronger.</p> <p>Q: Whilst LPS is strong in the Yr3 data it is lower for year 5. Why & what action is being taken to address this?</p> <p>SH explained that there has been staff movement in Year 5 and all the issues are actually in one class who have consistently achieved lower results and have a higher level of need. The implementation plan looks to address these issues and ensure that all learners are successful.</p> <p>Q: Has the gender gap grown & is there an implantation plan to close the gap?</p> <p>SH explained that the gap has always existed but not with such a clear divide. Some of the issues relate to continued poor attendance and staff are working to identify patterns and address the issue. The plan looks at all of the barriers to learning and is constantly evolving with targets set for the short, medium and long term.</p> <p>Q: Why is the main assessment data so different to the SATs data for year 6?</p> <p>SH explained that the SATs data is the current level the children are at now and they will progress throughout the year. The teacher assessed data considers if the children are on track to reach the expected level.</p> <p><u>Safeguarding Internal Review</u></p> <p>8.17 Governors had received the updated document and commented on the following:</p> <p>Q: How do the school ensure staff act upon a concern?</p> <p>SH explained that staff are regularly reminded of the process for identifying and reporting concerns and the use of MyConcern makes it easier to track reporting and see who is raising concerns. SH will meet with the FLO to review the process.</p> <p>Q: What action would be taken if a concern was not reported?</p> <p>SH advised that she would discuss the issue with the staff member concerned to ask why the issue had not been reported and to ensure they fully understood the reporting process. If the issue was a deliberate action then further action would be taken.</p> <p>TW will arrange a date with SH to come into school for a half day safeguarding review next term.</p> <p><u>Behaviour</u></p> <p>8.18 Contained in confidential annex</p>	<p>SH</p> <p>SH</p> <p>SH/TW</p>
<p>9 Safeguarding and disability matters</p> <p>9.1 Nothing to report.</p>	
<p>10 Any other school matters</p> <p>10.1 SH advised governors that she is meeting with AL (COO) to discuss possible options for additional break out space. Long term, she would ideally like to have a dance / drama studio so is discussing the possibility with the trust of carrying money forward for a large project.</p>	

10.2 SJ advised governors that the school now has regular visits by a dog through Canine Concern. Vulnerable children read to the dog (Sable) and she also visits classes on a rota. The school recently raised over £600 for the charity on a non-uniform day and the children love seeing her.	
11 Governor Monitoring 11.1 Monitoring pairs were agreed : Leadership & Management – KA & BP Quality of Education – SM & PM Welfare & Safeguarding – TW & RB	
12 Any other governor matters 12.1 SH asked governors to recommend the appointment of SJ as an Associate Governor. All agreed so NW will add to the trust board agenda for approval at the next meeting. 12.2 Governors were advised that BF has resigned as staff governor and that an advert has been circulated to staff and there has already been interest in the role. 12.3 Governors agreed that the next meeting will be held in person if circumstances allow. 12.4 Governors were reminded to send NW photos for badges 12.5 SH will check with MC when the next surveys are due to be circulated.	NW BP / RB SH
13 Agreement of confidentiality and action points 13.1 Confidential discussions are contained in the annex. 13.2 Action points were agreed and listed in the table at the end of the minutes.	
14 Points to feedback to the Trust Board 14.1 Possibility of option to overstaff to be included within the budget.	PM
15 Dates for next LGB meetings and any school events Wednesday 23 rd March 2022 at 5.00pm Wednesday 18 th May 2022 at 5.00pm Wednesday 6 th July 2022 at 5.00pm Governors to see weekly newsletter for school events	

Signed.....

Date.....

(Chair of governors to initial bottom of every page)

ACTION POINTS

Para no	Action point	By whom/when
4.2	The HT advised that she is meeting with AL (COO) to discuss the possible options for provision of extra space for break out rooms this week and will report details to governors at the next meeting	SH
6.3	Governors were reminded to complete GDPR training as soon as possible	KA
7.2	NW agreed to circulate the link to policies on the website to governors for information	NW
8.2	PM felt that a more formal approach to exit interviews would offer governors an opportunity to review the feedback and she agreed to share a standard format with SH & SJ to consider.	PM
8.10	SH confirmed that a plan has been formulated in discussion with the T&L lead to ensure that all learners can be successful and as soon as it is complete she will circulate it to governors	SH
8.11	SH will circulate the new school strategic document once it is available.	SH

8.12	SJ agreed to circulate the 3 year action plan to governors for review	SJ
8.16	Leaders met on 24/1/22 and discussed actions following the recent data analysis. This will be circulated to governors in a separate data report.	SH
8.17	SH will meet with the FLO to review the process of reporting concerns	SH
8.17	TW will arrange a date with SH to come into school for a half day safeguarding review next term	TW/SH
12.1	Recommend the appointment of SJ as an Associate Governor at the next trust board meeting.	NW
12.4	Governors were reminded to send NW photos for badges	BP/RB
12.5	SH will check with MC when the next surveys are due to be circulated	SH
14.1	Possibility of option to overstaff to be included within the budget	PM

DRAFT