

Leedstown Primary School

Part 1 Local Governing Body Minutes



Agreed as a true and accurate record

Chair's Signature

Date

Date: Thursday 10th October 2024

Time: 6pm

Venue:

Meeting folder: LGB 10th October 2024

	Name	Role	Initials
Governors eligible to attend	Rob Argall	Headteacher	RA
	Julie Blackwell (28.09.27)	Community Governor (Chair)	JB
	Adam Williams (8.10.27)	Parent Governor	AW
	Melany Mugford (17.12.27)	Community Governor	MM
Apologies	None		
Attending	Kate Baum	Governance Professional	Clerk
	Claire Smith	Advisor	

Item	Details	Paper	Lead
Business Matters			
1		Welcome, Apologies and House Keeping	Action
	1.1	Welcome, apologies and confirm quorate JB welcomed everyone to the meeting. Claire Smith, advisor to the school was welcomed. It was noted that the support from Claire was much appreciated. It was confirmed that the meeting was quorate.	
	1.2	Governor Terms of Office It was noted that Loveday Jenkin's term of office had ended and there were no new appointments.	

		<p>When the staff Governor role has been advertised in the past, we have had no interest. Hannah Bennett has said she would be happy to be appointed to this role. It was agreed that her term of office would be 10.10.24 – 09.10.28.</p> <p>ACTION: KB to receive HB's details to put on GH. By: RA</p>	
	1.3	<p>Annual Election of Chair and</p> <p>Julie Blackwell was elected as Chair of governors by a unanimous show of hands.</p> <p>Adam Williams was elected as Vice-Chair by a unanimous show of hands.</p>	
	1.4	<p>Declarations of Interest for this meeting</p> <p>JB asked if there were any declarations of interest in relation the agenda.</p> <p>It was noted that declarations of interest for this academic year are being collected for publishing.</p> <p>MM noted she has changed schools and has updated her Governor Hub profile. It was noted that all declarations have been updated on Governor Hub.</p>	
	1.5.1	<p>LGB end of academic year tasks</p> <ul style="list-style-type: none"> • End of Year Impact Statement paper 1.5a <p>It was noted that this was with the Trust for publishing.</p> <ul style="list-style-type: none"> • Governor attendance records for 2023-24 paper 1.5b was noted • <u>Updated Governor Development Plan Paper 1.5 c</u> <p>The Governor Self assessments were reviewed in the meeting.</p> <p>The following points were made:</p> <ul style="list-style-type: none"> - It was noted that MM's new school have confirmed that they will support her role as governor. - There was a low score for having the right number of people on the board, having fewer governors than needed. The board needs a community governor and a parent governor. The staff Governor vacancy has now been filled. - AW informed the board that there is a parent who is interested. The process for election was discussed. - The role of the board reviewing the school values was discussed. This will be monitored by MM during her November visit. - It was agreed that governors' want to continue understanding the School Improvement Plan to ensure their monitoring supports this. - It was agreed that communication could be improved by attending events and having a piece in the newsletter. - Monitoring of risks were discussed. CS informed the board that there is now a risk register in place and that will be shared at each meeting. <p>ACTION: Spring term agenda item to include role of governors in monitoring the school's values. By: Clerk</p>	
	1.5.2	<p>LGB beginning of new academic year tasks</p> <ul style="list-style-type: none"> • Forms to be signed off <ul style="list-style-type: none"> > Governor Code of Conduct > Safeguarding Policy 	

		<ul style="list-style-type: none"> > Whistleblowing Policy > Low Level Concerns Policy > Disqualification Briefing > Section 2 of KCSIE 2023 • Pecuniary Interest Forms to be completed/ collected. <p>It was noted that all declarations and confirmations are updated and confirmed on Governor Hub by Governors.</p> <p>It was noted that having Governor Hub made the tasks very easy.</p>																					
		Reminder to inform the Clerk throughout the year: <ul style="list-style-type: none"> • If absent from Governor duties for any period of time • Of change of name and/or address • Circumstantial changes • Details of any training attended 																					
2		Minutes of previous meeting - Approval & Matters Arising for the meeting held on 15th May 2024																					
	2.1	Minutes from the meeting held on 15th May 2024 The minutes of the previous meeting held on 15 th May were confirmed as a true and accurate record and will be signed by the chair on Governor Hub.																					
	2.2	Actions from the previous meeting <table border="1" data-bbox="325 972 1318 1299"> <thead> <tr> <th>Item</th><th></th><th>By Whom</th><th>By When</th></tr> </thead> <tbody> <tr> <td>3.3</td><td>Reference SEND policy in EYS policy.</td><td>RA</td><td>Complete</td></tr> <tr> <td>3.3</td><td>Autumn term meeting to discuss monitoring</td><td>JB/Clerk</td><td>Agenda item</td></tr> <tr> <td>5.2</td><td>Enrolment to capture whether a child is a young carer or not</td><td>RA</td><td>Complete</td></tr> <tr> <td>6.4</td><td>Governors to liaise with RA to agree monitoring visits</td><td>ALL</td><td>Closed</td></tr> </tbody> </table>	Item		By Whom	By When	3.3	Reference SEND policy in EYS policy.	RA	Complete	3.3	Autumn term meeting to discuss monitoring	JB/Clerk	Agenda item	5.2	Enrolment to capture whether a child is a young carer or not	RA	Complete	6.4	Governors to liaise with RA to agree monitoring visits	ALL	Closed	
Item		By Whom	By When																				
3.3	Reference SEND policy in EYS policy.	RA	Complete																				
3.3	Autumn term meeting to discuss monitoring	JB/Clerk	Agenda item																				
5.2	Enrolment to capture whether a child is a young carer or not	RA	Complete																				
6.4	Governors to liaise with RA to agree monitoring visits	ALL	Closed																				
	2.3	Decisions made outside of LGB Meetings No policies or matters have been agreed outside of LGB meetings.																					
3		Policies																					
	3.1	Updated Policy Tracker Governors noted the school policy review schedule.																					
	3.2	Policies adopted by Kernow Learning Trustees – for information: <ul style="list-style-type: none"> • Terms of Reference – July 2024 • Scheme of Delegated Authority – July 2024 • Child Protection and Safeguarding Policy • Whistleblowing • Low Level Concerns • Prevent • Use of Reasonable Force • Separated Parents • Staff Code of Conduct • Trustee Code of Conduct 																					

		<ul style="list-style-type: none"> • Governor Code of Conduct • Recruitment and Selection • Mobile Phones • Charging and Remissions • LGPS • Staff and Volunteer Dress Code Policy • Capital Revenue and Reserves Policy • SEND • Appraisal Policy • Capability (following updates to DFE teacher appraisal guidance) • Anti-Bullying and Harassment • Volunteers <ul style="list-style-type: none"> • Kernow learning Annual Impact Report (Video) <p>Governors noted the updated Trust policies.</p>	
	3.3	<p>Policies to be reviewed/adopted by the school:</p> <ul style="list-style-type: none"> • The SEND Information Report was noted by the board. • Children in Care <p>Q: (AW) This might need a bit of a deeper revisit, as items referenced (such as Cornwall SEND graduated response document – June 2017) appear to have been <u>updated</u> since. A: Lisa Farmer is coming to discuss this in a few weeks.</p> <p>ACTION: Children in Care policy to be updated following Lisa Farmer's visit. By: RA</p> <ul style="list-style-type: none"> • Health and Safety (Organisation and Arrangements) <p>Q: (AW) Minor; it's referencing old LAB rather than LGB. A; Changes have been made</p> <ul style="list-style-type: none"> • Behaviour <p>Governors noted that the policy starts with positives, and is clear, student friendly.</p> <ul style="list-style-type: none"> • Critical Incident Plan <p>Q: (AW) Minor; it's referencing old LAB rather than LGB.</p> <ul style="list-style-type: none"> • Intimate Care <p>RESOLUTION: Governors AGREED to approve the presented policies.</p>	
	3.4	<p>Policies/Documents to be ratified at Autumn meeting:</p> <ul style="list-style-type: none"> • Access to School Site • Effective Marking and Feedback • Collective Worship • Lettings • Racial Equality • Religious Education • SMSC <p>The policies due for review in the Spring term were noted.</p>	

4		School and Performance Standards	
	4.1	<p>Headteacher Update:</p> <p>The Headteacher Report (Summer Term) was taken as read. Questions had been submitted prior to the meeting and RA has responded in writing. The key responses discussed in the meeting were: Behaviour management support using Step Lab, Early Years, the curriculum and KS2 data and the impact of COVID.</p> <p>CS explained that there is now a strengthened curriculum in place with cycles and topics identified. Guided reading and linked texts are in place. The building blocks are clear to teachers. The objectives are now going to be mapped out together with the teachers who will then have ownership of the curriculum.</p> <p>CS was thanked for her work on the curriculum. Assessment in maths was discussed. This is set out by the Trust.</p> <p>Staff well-being</p> <p>Q: (MM) What CPD are staff receiving to help support them in challenging any poor behaviours in class? A: (RA) We use drop-ins as part of our learning walks to target support and next steps, supported by Step Lab. Step Lab then has clear guidance and videos to support staff, some of which I use on Monday briefing where I think there is a whole school step we can work on. If there's an identified additional need, we can work with outside agencies to support and ensure the provision is meeting the needs of the child, as we know that all behaviour is communication.</p> <p>Q: (JB) How will this be measured and monitored? A: (RA) We'll use regular drop-ins to monitor learning behaviour. We would look for a reduction in behaviour manager logs and suspensions.</p> <p>Q: (JB) You mention that Disadvantaged Pupils in Early Years did not achieve GLD and these children will be the focus of support and intervention. A: (RA) Our Early Years children who were deemed disadvantaged are also on our SEN register, it is this which is providing the barriers to learning, rather than being disadvantaged. We have put a range of targeted provision for these children in place and review it regularly.</p> <p>Q: (JB) What support and intervention is being provided and what plans are in place for future Early Years Disadvantage Pupils support to strengthen this moving forwards? A: (RA) We are ensuring that the nursery curriculum is preparing our children for Reception. We have targeted maths and phonics in a way that ensures a 'fast start', in these lessons the DP children are known and the focus of questioning and direct adult support. I.e. they are paired up in oracy with a partner who will support them in developing their communication skills.</p> <p>Q: (JB) When will the new curriculum be fully in place? Particularly around the weakest areas of writing and maths? A: (RA) Maths, the new curriculum is now in place. Writing, the staff are enacting the new pedagogy and skills are largely mapped. Hannah Bennet is pulling together the last few pieces and all will be finished before half term. It's been a huge job to have moved so quickly and we wouldn't have without fantastic Trust support.</p>	

		<p>Academic Performance</p> <p>EYFS /w GLD</p> <p>Q: (AW) There are some extenuating circumstances at play with the makeup of the cohort. I make it 72.7% when not considering the children who struggled to engage at the start of last year. However, we must make sure those children are brought on the journey through school - how are you going to monitor these children's progress over the next couple of terms to ensure they have/are catching up? A: (RA) We have adapted provision to meet the needs of our children and continue to receive support from Trust specialists and outside agencies to further tailor this support to meet needs. We're ensuring that barriers to learning do not mean children are missing out on the education they deserve.</p> <p>Q: (AW) With regards to the 3 other children, not in the group of 5. What is the plan with these children and how will it be monitored? Will extra support be given if accelerated progress isn't seen? A: (RA) Our core subjects of reading, writing and maths have regular assessment checkpoints that allow us to monitor progress. Those who are on the SEN register have working IPM documents that will be linked into key areas of learning. Progress meetings allow a feedback system to allow target setting for those below EXS.</p> <p>Phonics Y1</p> <p>Q: (AW) What do you think was the issue with the other child who didn't pass screening? What, if anything, could we have done better? A: (RA) They had an adapted curriculum, through our own tracking and assessment we knew they were making good progress, but were unable to pass the phonics screening. There is a Year 2 phonics screening and we'll continue to support and assess each child to pass this.</p> <p>Phonics Y2</p> <p>KS1</p> <p>Q: (AW) Re: Maths. How and when should we start to monitor the implementation and impact of the new curriculum? (Same question again for KS2)</p> <p>A: (RA) Our next round of monitoring scheduled will allow us to do this.</p> <p>Q: (MM) Support for the delivery of writing (The Write Stuff) - is further trust support available? Are you confident in how we are positioned to move forward?</p> <p>A: (RA) Our Trust is offering a huge level of support, recognising that we're a small school with a small staff team. Support is adapted to meet the needs of our context and cohorts.</p> <p>Y4 MTC</p> <p>Q: (AW) Assuming the Y4 pupil unable to access the test was the long-term PA case? A: (RA) Yes, that's correct.</p> <p>KS2</p> <p>Q: (MM) Writing. Similar to an earlier question - given the position, when would you feel appropriate for us to start monitoring the progress of the new curriculum? A: (RA) As above.</p>	
--	--	--	--

		<p>Q: (MM) How are we supporting teachers to have a better understanding of their children's grammar knowledge?</p> <p>A: (RA) We have re-mapped the grammar knowledge alongside the writing curriculum. Teacher's are better protecting the explicit teaching of phonics and we are using a scheme to help teachers with their subject knowledge.</p> <p>Q: (MM) Re: Foundations from Early Years - Y6 last year would have been in Y2 at the point of the Covid-19 pandemic closing schools. Is this loss of learning factored at all? This year's Y6's would have been in Y1. Are we ultimately playing catch-up still?</p> <p>A: (RA) I believe this is still having an effect, most notably in their social skills. Our mapped assessment check point will help us monitor these gaps for future year groups, but more should have been done to close the gaps for previous year groups (as shown by other schools in similar contexts). It could be argued that this is also representative of a weak curriculum previously.</p> <p>Q: (MM) Do we have action plans in place specifically for the DP who have not made progress? Is there good practice in the trust in terms of support DP?</p> <p>A: (RA) Our next round of pupil progress meetings will check in on progress so far for these children. There is a clear rationale behind support and practice Trust wide.</p> <p>Q: (MM) What programmes are being used to support reading, writing and oracy? A: (RA) Reading: RWInc into accelerated reader, with trust-wide pedagogy and clear rationale. Writing: adapted The Write Stuff with influence from Talk for Writing. Oracy: Voice 21.</p> <p>Q: (MM) What is the attendance like for those who did not pass?</p> <p>A: (RA) I agree that attendance should be considered a key driver</p> <p>Q: (MM) The student on the RON- is their educational plan updated to reflect the interventions they will need moving forward?</p> <p>A: (RA) Their IPM is reviewed at least termly, but these should be (and I have seen evidence that they are) used as working documents. So these reviews should simply capture the work that has been done that previous term to set relevant targets.</p> <p>Q: (MM) Maths- What is the assessment monitoring schedule? How are these assessments conducted and are they allowing leaders to see the data which can help identify students in need of interventions?</p> <p>A: (RA) Each topic (e.g. place value) is assessed at a distance. These assessments have been planned carefully from Trust specialists and highlight children who need further support in specific mathematical areas. This is across the whole school.</p> <p>Q: (MM) What is being done to support knowledge retrieval in lessons throughout KS2?</p> <p>A: (RA) We have whole school Key Instant Recall Facts (KIRFS) mapped out, that are sent home, supported in school and assessed. Key Stage 2 classes have a 'fast learning daily maths challenge' to support multiplication tables in particular. Each lesson also starts with a fluency five, 5 questions that access key knowledge either needed for the lesson, or that the teacher knows needs consolidation.</p>	
--	--	---	--

		<p>PP Funding</p> <p>Q: (MM) Wonderful to see the implementation of the breakfast club funding. Have we also sought any external funding to perhaps widen this offer further?</p> <p>A: (RA) Yes, most recently we have applied to be an 'early adopter' for a new government scheme for free breakfast clubs.</p> <p>Q: (MM) Who is the Oracy Lead and Oracy Champion at Leedstown? Children in Magpies in July were talking with confidence and passion during my visit to class.</p> <p>A: (RA) English lead Cordelia Hampshire is our lead, Magpies TA Mel Young is our champion. Both have received CPD through our Trust. A similar remark was made by the parliamentary team during our visit to London!</p> <p>Q: (MM) For those attending breakfast club and Global Boarders- has the attendance improved?</p> <p>A: (RA) We saw a reduction in Persistent absence over the summer term and we are in the top half of Kernow Learning schools at this point of the new year. 3 of the children who's attendance improved access our breakfast clubs, wrap-around care and surf clubs.</p> <p>Q: (MM) Is sports premium funding available every year?</p> <p>A: (RA) Yes, and remains a protected budget.</p> <p>Attendance</p> <p>Q: (AW) Re: Identifying children who may be deemed DP. What are we doing to try and identify them? Is there anything else we could be doing on native language outreach?</p> <p>A: (RA) We are discussing further support from Trust EAL specialist in how we can better meet the needs of our EAL students. Initial attendance data from this group is good so far this autumn term (with most at 100%). We have secured a local translator who can support us in meetings.</p> <p>Q: (JB) Are early warning letters being sent? Are these being translated when needed? Do we have a link at county that could do home visits to discuss attendance? How are we rewarding positive attendance?</p> <p>A: (RA) We follow our Trust attendance policy, which includes letter guidance. We don't currently reward good attendance directly, as the workload to do so was often high and impact was unclear from previous experience. Also, attendance at primary is rarely directly down to the child, so we are wary of further isolating those with poor attendance.</p>	
	4.2	<p>Risk Review - Identified new/amended/closed risks relating to School Performance and Standards</p> <p>The following risks were identified: <u>Ensuring standards</u> Mitigating factors in place are the school improvement objectives. There are regular support visits from Claire Smith and Matt Middlemore, School Improvement Lead. A risk Register has been developed.</p>	
Safeguarding			
5		Safeguarding	
	5.1	Explore the Safeguarding Element of the Headteacher Report	

		<p>The transfer of safeguarding systems from My Concern to Safeguarding Manager was discussed. Everything is now on Safeguarding Manager.</p> <p>Safeguarding</p> <p>Q: (AW) Re: The Summer 2 incident and phones in general. This, for me, opens up a wider discussion on mobile phones and primary school-aged children. We're never going to completely negate the risk with a mobile phone. There has been information in the media regarding the Smartphone Free Childhood Programme. Is this something we could consider?</p> <p>A: (RA) I've fed this back to Lisa Farmer, our Trust Safeguard Lead, who will consider it as a Trust wide issue. In the meantime I will investigate the above programme.</p> <p>Q: (AW) Smartphone Free Childhood Programme. This has an online course for schools and staff coming up on 10th October- can someone attend it? There are also YONDR phone pouches which can be purchased. How many bring phones in?</p> <p>A: (RA) We have clear guidance for children and parents around mobile phones and make this clear in our policies. We can also add this into our 'everything you need to know' booklet given to new parents.</p> <p>Q: (MM) Police PCSO support for online safety sessions- they will run them for students in Year 6 and parents. I am also happy to run one for parents if that is allowed...</p> <p>A: (RA) We've already had the PCSO for road safety and we have planned in sessions in the Spring term for online safety.</p> <p>Discussion of the role of schools in helping parents in regulating phones was discussed.</p> <p>ACTION: Phone use and safeguarding to be discussed in October . By: MM</p> <p>Q: (MM) What are the quizzes being used for? KCSIE reviews?</p> <p>A: (RA) Schools are using quizzes to check KCSIE, key areas (such as online safety) and 7-minute briefing knowledge. They're low-threat check ins for staff to highlight any gaps in their knowledge.</p>	
	5.2	<p>Safeguarding bitesize update (Changes to KCSiE)</p> <p>Governors confirmed they all had watched the KCSIE filmed update and signed on Governor Hub.</p>	
	5.3	<p>S157 Action Plan following Peer Review</p> <p>The governors noted the following actions:</p> <ul style="list-style-type: none"> - Quizzes to check staff knowledge - Safeguarding policy in child speak - Systems to capture child voice eg worry monster - DfE training is being attended for Senior Mental Health Lead. - Lockdown process and critical incident planning is in place. An Invac was conducted this week which went well. - Lisa Falmer will be conducting managing low-level concerns training in November. 	
	5.4	<p>Update from the Safeguarding Governor Network Meeting</p>	

		MM reported that the meeting reviewed updates to KCSIE. In particular changes to wording regarding Prevent. The meeting also discussed low-level concerns, categories of abuse, attendance and children missing education.	
	5.5	Health and Safety It was noted that the issue regarding access to the school is being addressed. Mitigating actions to keeping the vulnerable area safe is having the areas overgrown. RA informed the LGB that the cost of fencing would be too high and the mitigation in the meantime would be adult supervision and the fact that the site is safe in school.	
	5.6	Risk Review - Identified new/amended/closed risks relating to safeguarding Governors were content with the mitigating factors in place with regards to fencing.	
Stakeholders			
6		Stakeholders (children, families, staff and community)	
	6.1	<p>Explore the Stakeholders Element of the Headteacher Report It was noted that the individual school report was needed. ACTION: School stakeholder survey to be shared. By: RA</p> <p>Q: (JB) The stakeholder surveys have been attached, what review has taken place following these and how have they been used to drive future planning? A: (RA) How survey responses are fed back to parents and children was discussed. Newsletters will include a You said...We did... element.</p> <p>Q: (AW) Re: Support from our Trust. How are staff responding to this? A: (RA) Staff morale is largely good although is a challenge. The new curriculum whilst an additional challenge, is valued by the staff and seen as strong. There is evidence to show that staff are invested in the school and changes and feel part of the process.</p> <p>Q: (AW) Pupil Recruitment. Could you please confirm the current number of Y6 pupils? This way, we'll have a better idea of what's happening next year. The website is our biggest marketing channel, alongside the social media presence. A: (RA) We currently have 6 year six pupils. Encouragingly, we have 8 pupils enrolled into nursery, who will apply to be in Reception next year. Many of those have siblings, so are highly likely to stay with us. We have also had 3 new applications since the start of the year.</p> <p>Q: (JB) Do you think this is due to the marketing efforts? A: (RA) Yes.</p> <p>ACTION: New pupils/families to be asked what has worked to attract them to the school. By: RA</p> <p>The website was discussed. The LGB felt that the USP of Leedstown could be more explicit.</p> <p>ACTION: RA to feed this back and suggest what could be added.</p>	
	6.2	Governor Monitoring Schedule and Governor Roles for 2024/25	

		<p>The monitoring schedule will be refined following the evaluation discussion which took place during the meeting.</p> <p>ACTION: Governors' monitoring schedule to be completed By: ALL</p> <p>The LGB confirmed that MM would continue as Safeguarding Governor and JB as SEND</p> <p>Discussion took place regarding having a well-being governor. It was agreed that AW would be the well-being stakeholder governor.</p>	
	6.3	<p>Work achieved by the LGB since the last meeting (Inc Feedback from Governors with statutory delegated responsibility for SEND/Safeguarding/Children in Care)</p> <p>The following work by governors was noted:</p> <ul style="list-style-type: none"> - JB has attended the SEND network meeting and - MM has attended the Safeguarding network meeting - JB and RA have had fortnightly monitoring - AW conducted monitoring in July which is on Governor Hub - MM/AW and JB have attended Trust training that has been on offer. 	
	6.4	<p>Monitoring Planned for the Autumn Term</p> <ul style="list-style-type: none"> • Safeguarding - October • SEND – November • Other visits are planned linked to the SIP. <p>Governors will link their monitoring to the School Improvement priorities.</p> <p>ACTION: circulate draft monitoring schedule.</p>	
	6.5	<p>LGB Skills Audit, Self-Evaluation and Action Plan</p> <ul style="list-style-type: none"> • Self Evaluation • Skills Audit Matrix – update if there are changes • Governor development plan for 24/25 <p>The board noted that the above points had been discussed earlier in the meeting.</p>	
	6.6	<p>Stakeholder Surveys</p> <ul style="list-style-type: none"> • The Trust Summaries were noted <p><u>School Summary</u></p> <p>The board noted that communication has improved with parents. RA explained that he has had assemblies on what bullying is and how bullying is dealt with.</p> <p>ACTION: Diana award for anti-bullying to be given to RA. By: MM</p> <p>ACTION: Newsletter to inform parents how bullying is addressed and managed. By: RA</p> <p>Pupils' understanding of the role of governors was discussed.</p> <p>ACTION: Governors' celebration with pupils to be held in the Spring Term. By: JB</p>	

	6.7	Summary of feedback from Kernow Learning meetings Governors noted the feedback from all Summer meetings.	
	6.8	Governor Training <ul style="list-style-type: none"> Governor Training Offer for 24/25 was noted Governor Training Log was noted <p>All Governors have completed Tier 2 and Prevent training.</p> <p>It was noted that the following training will be booked: Panel training and Disadvantaged Pupils (Both are available on Out Trust Governor training offer).</p>	
	6.9	GDPR There were no breaches of GDPR to be reported.	
	6.10	Risk Review - Identified new/amended/closed risks relating to Stakeholders The board discussed the risk that the website is not marketing the school's USP and therefore this could impact negatively on pupil numbers. <p>Pace of change and staff wellbeing is being mitigated by staff being involved in change. Governors will also be monitoring this as part of their visits. It was agreed that such visits are also morale boosting. A Well-being Governor has been identified. School improvement team and involvement of our Trust leaders and Trust specialists mitigate against staff workload.</p>	

8		Feedback for Trustees <p><u>Ensuring standards</u> Mitigating factors in place include the school improvement objectives. Support of Claire Smith and Matt Middlemore School Improvement Lead support visits being regular. A risk Register has been developed.</p> <p><u>Governor Training</u> Panel training and Disadvantaged Training is available in the Spring. Governors will look to book onto this.</p> <p><u>Stakeholders</u> The board discussed the risk that the website is not fully marketing the school's USP so RA will liaise with the central team.</p> <p><u>Staff wellbeing</u> Pace of change and staff wellbeing is being mitigated by staff being involved in change. Governors will also be monitoring this as part of their visits.</p> <p><u>Celebration</u>: It is clear how much improvement has taken place over recent years. This has been supported by our Trust, especially Claire Smith's input which is appreciated. Additionally, RA, the headteacher, has accepted and embraced support offered and has worked hard to bring staff along with the changes.</p>	
----------	--	---	--

9		Date of future meetings	
----------	--	--------------------------------	--

	Thursday 6th February 2025 4.30pm Thursday 3 rd July 2025 6.00 pm	
--	---	--

The Chair thanked everyone for their time and the Part 1 meeting closed at 18.59 pm

PART 2 – CONFIDENTIAL: Governors on induction and members of staff should withdraw for Part 2 of the meeting. Details for this part of the meeting are recorded in a separate agenda.

Actions Summary

Item		By Whom
1.2	KB to receive HB's details to put on GH	RA
1.5.1	Spring term agenda item to include role of governors in monitoring the school's values.	Clerk
3.3	Children in Care policy to be updated following Lisa Falmer's visit.	RA
5.1	Phone use and safeguarding to be discussed in October .	MM
6.1	School stakeholder survey to be shared	RA
6.1	New pupils/families to be asked what has worked to attract them to the school	RA
6.1	Liaise with central team about what needs to be added to the school website to make the USP really explicit.	RA
6.2	Governors' monitoring schedule to be completed	ALL
6.4	Send Draft Monitoring Plan to the LGB	JB
6.6	Diana award for anti-bullying to be given to RA	MM
6.6	Newsletter to inform parents how bullying is addressed and managed	RA
6.6	Governors' celebration with pupils to be held in the Spring Term	JB