

**PART ONE MINUTES
OF THE LOCAL GOVERNING BODY MEETING – MEETING 9**

Date	Monday 11th July 2022 5:00pm
Venue:	The School

Invited to Attend (Governors):	
Lee Williams (CLW) Simon Cotterill (SC) Bridget Wall (BW) Esther Holden (EH) Sarah Jeffery (SJ) Lesley Dalzell (LD)	Chair of Governors-left at 7:03 pm Principal Co-opted governor-chaired the meeting from item 10 Co-opted governor Staff governor-left at the end of part one Co-opted governor
Apologies Pamela Larner (PL)	Co-opted governor
Absent Paul Deakin Julie Griffiths (JG) Cathryn Walley (CW)	Co-opted governor Co-opted governor Vice Chair, Parent governor
Also in attendance	
Sue Pomeroy Suzanne Devenport (SD)	Clerk to governors SLT member, phonics lead-left the meeting following the presentation

Governors agreed to take agenda items in the following order:
5,1,2,3,4,6,7,8,9,10

AGENDA ITEM 1	WELCOME, APOLOGIES FOR ABSENCE (Statutory) AND CONFIRMATION WHETHER MEETING IS QUORATE
Discussion:	The Vice Chair opened the meeting and confirmed that it was quorate. Governors agreed to accept the apologies received from Pamela Larner. Paul Deakin, Cathryn Walley and Julie Griffiths were not present at the meeting and no apologies were received.

AGENDA ITEM 2	DECLARATION OF PERSONAL AND PECUNIARY/BUSINESS INTEREST (Statutory)
Discussion	There were no declarations of personal and pecuniary interest in relation to any of the agenda items.

AGENDA ITEM 3	PART ONE MINUTES OF MEETING
Discussion:	The Part One minutes of the LGB Meeting held on 9 th June 2022 were agreed as an accurate record of the meeting, signed by the Chair and retained by the school.
DECISION	RESOLVED: That the Part One minutes of the meeting held on 9 th June 2022 be accepted as a true and accurate record.

AGENDA ITEM 4	REVIEW OUTSTANDING ACTIONS
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Discussion:	<p>Governors reviewed the action log and discussed the following matters:</p> <ul style="list-style-type: none"> • Circulation of the risk register was deferred until the autumn term 2022. • The SBM had arranged to meet the GDPR link governor, but the meeting had had to be cancelled due to illness. • An invacuation procedure would be carried out in the autumn term 2022. • The skills audit was carried forward. • A parent governor election would be held following the first meeting of the LGB in September 2022. • JG would be asked to provide a training update in the autumn term 2022.
DECISION	RESOLVED: It was confirmed that all other actions, not addressed on this agenda, had been met and closed as appropriate.

AGENDA ITEM	EDUCATIONAL PERFORMANCE												
5													
Discussion	<p>Presentation on phonics and early reading Suzanne Devenport (SD) delivered a presentation to governors on phonics and early reading:</p> <p>Background</p> <ul style="list-style-type: none"> • 2 of the 4 action points from the OFSTED inspection in 2018 related to phonics <ul style="list-style-type: none"> ➢ <i>parents are given the support required to become more effective partners in supporting their children's understanding of letters and sounds</i> ➢ <i>a greater number of pupils achieve the phonics screening check national threshold at the end of Year 1</i> • Following the inspection, the school purchased decodable reading books but felt that more work was needed on phonics • In the summer term 2019 the school was invited to attend a showcase event at Lacey Green Primary Academy. The school had been selected due to its phonic results and the high number of children in school entitled to Pupil Premium funding. • The school was impressed by the presentation on Read, Write, Inc. • Lacey Green visited Manor Park and the school met the criteria to join the programme and received £9,000 in funding as partner school. • SD received training as a literacy specialist. <p>Q. Why was Lacey Green involved? R. Lacey Green are an English Hub who had been provided with funding from the DfE to support 20 local schools to improve the teaching of phonics, early language and reading in Reception and Year 1.</p> <p>Q. Was the support received just for phonics? R. Yes. The school received a termly monitoring visit from a Literacy Specialist and has now graduated from the programme.</p> <p>Q. Does the school feel that the OFSTED action points were a fair reflection of the school at the time? R. Yes, they were a fair reflection of the school's position at the time of the inspection.</p> <p>Phonics results</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 60%;">Year</th> <th>Result</th> </tr> </thead> <tbody> <tr> <td>2018</td> <td>70%</td> </tr> <tr> <td>2019</td> <td>79%</td> </tr> <tr> <td>2020</td> <td>83%</td> </tr> <tr> <td>2021</td> <td>82%</td> </tr> <tr> <td>2022</td> <td>93%</td> </tr> </tbody> </table>	Year	Result	2018	70%	2019	79%	2020	83%	2021	82%	2022	93%
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In 2022, all children bar 2 achieved the pass mark. The school is extremely pleased with the results.

Read, Write Inc Scheme

- SD noted the importance of the school investing properly in the scheme and delivering it consistently.
- The scheme uses decodable books which match the child's phonic phase.
- The scheme is used in Reception and Year 1, and for some children in Year 2 and in Key Stage 2 who still require phonic support.
- The children are taught in ability groups.
- Phonic assessments are carried out each half term and the children are grouped according to the results.
- SD shared an example of a progress sheet.
- 7 groups are currently being taught, led by teachers and teaching assistants. All have received official training at Lacey Green.
- SD does not teach a group. This enables her to participate in the phonic sessions and to provide immediate coaching and support. Staff are very receptive to this approach.
- A phonics meeting is held fortnightly for all staff involved in its delivery and SD provides training.
- A RWI portal was developed post Covid-19 and it contains a range of materials which are used for staff training and by parents at home to support the work carried out in school. Parents find the resources useful and sometimes use them as pre-teach materials.
- The aim is for children to "keep up", rather than "catch up". 1:1 tutoring, and bespoke teaching is offered to those children not on track. Teaching assistants deliver 1:1 sessions every afternoon (12 children per day) and this is reviewed every half term.
- Short, 5-minute revision sessions are provided each morning if required.
- Phonics has been the key priority in school and the rest of the timetable had been designed around it.
- The sessions cover phonic work, reading and spelling of words and reading in the phonic sessions.
- The children read with a partner; one child reads whilst the other points to the words and then they swap roles.
- The teacher introduces the book, and the book is read 4 times in the week and the children write a sentence on Friday.
- The scheme is based on the premise that it is the job of the school to teach children to read. When the children take a book home, they are already familiar with it. They are able to read it to themselves or to a sibling if an adult is not available. A linked, non-scheme book is also taken home once per week to help develop a love of reading. It is important for children to hear rich story book language. (SD shared a selection of books from different levels in the scheme, both fiction and non-fiction).
- Packs are prepared for parents with information about the scheme and specific information related to the level the child is at.
- The scheme starts in the summer term in Nursery with lots of oral work to introduce the cards, alongside songs and rhymes.
- Children progress to the Accelerated Reader scheme once they have completed the RWI programme.
- Stay and play sessions are held in the Reception class and SD will use these as an opportunity to informally model sharing books and phonic work.

Q. Is handwriting taught as a discrete lesson?

R. The children "sky write" in the early stages. Handwriting is then taught as a separate lesson by Year 2.

Q. Is it necessary to buy all the resources to deliver the scheme successfully?

R. Yes, some schools do not invest in all the resources and the scheme does not then produce the desired results.

Q. Is it onerous to ensure the scheme is timetabled and delivered consistently?

R. Yes, it is important to ensure that the phonic lead does not have to teach a group. Additional time must be found for the staff training sessions and for the assessments to be carried out and analysed. There are timetabling issues to resolve and resource implications.

Q. Has phonics been prioritised in the budget?

R. Yes, time has been costed to release SD and for staff training.

Q. Do the children return the books which they take home?

R. This is generally not an issue. Reminders are sent if books are not returned.

Q. Do parents come into school to listen to children read?

R. Yes, and they often work with children who do not read regularly at home.

Q. Does SD meet with the English lead in school?

R. Yes, deep dives, parental surveys are carried out. It is expected that a deep dive into Reading would form part of the next OFSTED inspection.

Governors thanked SD for her informative presentation and commented that they were impressed with the rigorous organisation and approach to the teaching of phonics in school.

SD left the meeting at 5:55pm

The Principal informed governors that the way teaching assistants were deployed had changed over the time he had been at the school. Initially, Key Stage 2 teachers were accustomed to having a teaching assistant working alongside them in the class, often to support with behaviour issues. This was changed to allow support to be targeted to children in Reception and Key Stage 1 to build solid foundations in basic skills and ensure that children reach expected standards at an earlier stage.

Q. What was the impact of re-deploying teaching assistants?

R. Staff had found it difficult at first, but the system was not efficient and the introduction of RWI had provided the opportunity for change. Behaviour improved in school and staff understood the reason for the change.

Update on summer term pupil attainment and progress

Statutory Results 2022

The Principal highlighted the following points from the report which had been circulated prior to the meeting:

- EYFS- GLD score was 61%. This was slightly down on the results from 2018 and 2019 but progress in Reception was strong as achievement on entry stood a 21%.

Q. Is there any comparison data available nationally or from the Trust?

R. No, not at the moment.

- Year 1 phonics results were strong.
- Attainment at Key stage 1 has dipped in all areas. These children had been most affected by the Covid-19 pandemic and lockdowns. The Reading result at EXS was 57% this year, compared to 70% in 2019. Writing was 54% at EXS and 67% for Maths. This picture is likely to be reflected nationally.

Q. Were the Key Stage 1 results a surprise to the school?

R. No. This cohort missed their Reception year and some of Year 1.

Q. Does the school have a plan to support this cohort going forward?

R. Yes, Quality First Teaching and targeted interventions will be put in place. These children will experience 4 years of good teaching in Key Stage 2 which will ensure that attainment rises to 80% + in Year 6.

- Key Stage 2 results are the strongest the school has ever seen.

Subject	% EXS
Writing	81
GSP	84
Reading	76
Maths	82

66% achieved EXS in RWM combined. Progress measures are expected to be good.

Q. Was the school initially worried about the performance of this Year 6 cohort?

R. Yes, in September 2021 the data was not good. SJ and SC provided intervention sessions for Reading and Maths in the mornings from 8:30 am to 9:00 am. This meant that they were unable to go out onto the school yard in the morning which did have consequences.

The Principal informed governors that the impact of the interventions provided was that some children achieved EXS who would otherwise not have done so. They increased the confidence of the children and equip them better for the transition to high school. The interventions must be carefully managed to ensure that the children do not miss other aspects of the curriculum.

Q. Could other staff deliver the booster sessions?

R. There are cost implications if other staff were to be used. Also, SC and SJ are passionate about delivering the boosters and know the children well.

Q. Were all pupils involved in the booster sessions?

R. Boosters were offered to almost all pupils.

Q. How were parents informed about the selection criteria for attending boosters?

R. Initially only those children's parents who were required to attend at 8:30 am were informed about the booster sessions A letter was later sent to all parents of children attending boosters.

AGENDA ITEM 6.

VISION AND STRATEGY

Update on progress against the SDP/Strategy

The Principal also referred governors to the Quality Assurance document which had been circulated prior to the meeting.

Priority1-phonics. This would be removed as a priority for next year and the school would embed the current good practice.

Priority 2-Early Reading-this had been partially achieved. This would remain as a priority and would be re-phrased.

Priority 3-SEN (early identification). This priority had been achieved. It would remain a priority as the school would like to do more in this area.

Priority 4-Foundation subjects. The school has high expectations. This would remain as a priority with the focus now on "Learning without limits".

Q. What is "Learning without limits?"

R. It is a nationally recognised way of working which is concerned with building a learning environment that is inclusive, humane and enabling for everyone. It ties in with the school's work on SEND provision.

The Principal explained that there are no behaviour issues in school but there is a recognition that children may be too passive in their learning on occasions. Mick Waters has been booked to deliver a whole day training session in conjunction with Bexton Primary School. He is an internationally recognised expert on the curriculum. The SLT had attended training organised by him and had been very impressed.

The Principal explained that he is considering removing any reference to core subject attainment data from the teachers' performance management targets and focussing instead on leading and delivering the Foundation subjects. The core subjects would still remain a focus.

Q. Is the Trust supportive of the work on the curriculum and approaches to learning?

R. Yes, the Trust has organised some training on the September INSET day led by a brain surgeon.

Other priorities for 2022-23 include:

- Mental Health and development of the pastoral team
- Reception class-improvement of the indoor and outdoor learning environment
- Middle leadership
- Attendance. This is a national focus, and the school is looking to create an attendance team.

AGENDA ITEM 7 HR/FINANCIAL/BUSINESS PERFORMANCE

Report from GDPR link governor

This item was deferred as the meeting between the SBM and GDPR link governor had been postponed due to illness. The meeting would take place either towards the end of the summer term or early in the autumn term 2022.

Risk Register

This item was deferred until the autumn term 2022.

To approve expenditure under the Scheme of Delegation

Principals to provide details of any expenditure requiring approval under the Scheme of Delegation. Governors to review quotes (2 minimum) and approve any item of expenditure over and above £10,000 or over £2000 where the academy does not intend to use the cheapest quote

The Principal informed governors that the school had obtained quotes as below for the renewal of the photocopier contract:

Total cost 3yrs	
ASL	£15,186.00
Avanti	£15,840.00
247	£13,931.16
Itech via Seven	£13,740.96

It was recommended that the school proceed with the cheapest quote which had been received from the current supplier.

DECISION RESOLVED: Governors approved the renewal of the photocopier contract at a cost of £13,740.96 over 3 years.

AGENDA ITEM 8	SCHOOL IMPROVEMENT
<p>Discussion</p>	<p>Review of Parental survey results The survey results had been circulated prior to the meeting. The OFSTED parent view questions had been used and the results had been collated centrally by the Trust. Overall, the results were strong. 100% said they would recommend the school. 5 parents had responded that they disagreed with the statement that the school lets them know how well their child is doing. This would be investigated further. 1 parent had disagreed with the statement about the provision of after school clubs and activities. It was believed that this was a parent of a younger child and there are less options available for the younger children.</p> <p>RoV6 This visit had not yet taken place so there was no RoV to receive.</p> <p>Peer Review Governors noted the peer review which had been circulated prior to the meeting. The SLT and Chair had held discussions with the Trust and link Trustee over the format, delivery and wording of the report.</p> <p>PPG Review Governors noted the PPG review which had been circulated prior to the meeting. The impact of the spending is evidenced in the reports.</p>

AGENDA ITEM 9	COMPLIANCE AND SAFEGUARDING
<p>Discussion</p>	<ul style="list-style-type: none"> • Chair's Action • There were no actions to report since the last meeting of the LGB. • Principal's Action • There were no actions to report since the last meeting of the LGB. <p>Approval of the Quality Assurance Document Governors approved the Quality Assurance document which had been circulated prior to the meeting.</p> <p>Staffing Structure Update The Principal reported that the staffing structure had not changed from that of 2021-22. An ECT would be starting in Year 3 on a 12-month maternity cover. It had been decided that the teacher would start with the class in September to provide consistency for the children. Explorers class would not run in its present format next year but would operate in a different format. It was intended to be more inclusive and there would be no cross key stage teaching for these pupils. Parents would be informed this week of class teacher allocations and class arrangements.</p> <p>Q. Are families happy with the mixed classes? R. They will be informed on Tuesday/Wednesday this week.</p> <p>Q. Will the class arrangements for next year be included with the children's annual reports? R. Yes, a covering letter will be sent. Classes will contain around 22 children and have been split by age, rather than academic ability. Children were also consulted about friendship groups.</p> <p>Prior Attainment Group Review This would be completed by the time of the next meeting of the LGB in September 2022.</p>

	<p>Health and Safety Audit from Cheshire East The audit report had been circulated prior to the meeting. The Chair reported that he had visited school to review the audit on 13.06.22.</p> <p>Safeguarding Training Review The training review had been circulated prior to the meeting. The Principal noted that he had SJ were required to complete Level 2 Safeguarding courses. The Chair had visited school for a safeguarding monitoring visit and had discussed training, seen anonymised information on CPOMs, checked the SCR and followed up on any reported incidents. He reported that safeguarding procedures in school are very effective. He recognised the significant workload for the Principal and Deputy Headteacher in terms of their Safeguarding roles.</p> <p><i>CLW left the meeting at 7:03 pm.</i></p>
DECISION:	Resolved: Governors approved the Quality Assurance document.
ACTION:	Principal to book Level 2 Safeguarding course for the autumn term 2022 for him and SJ.

AGENDA ITEM 10	GOVERNANCE AND RISK
Discussion	<ul style="list-style-type: none"> • Membership <ul style="list-style-type: none"> ➤ 1 x co-opted vacancy and 1 x staff governor vacancy were noted. ➤ The term of office of Esther Holden as co-opted governor would expire on 16th November 2022. ➤ Cathryn Walley would resign as parent governor after the first meeting of the LGB in the autumn term 2022. • Governor Training (for discussion) JG was not available to provide an update. • Governor Visit Reports The Chair had provided a verbal update on Health and Safety and Safeguarding. BW had carried out a monitoring visit looking at Foundation subjects and the 2-year planning cycle. • Nominations for Chair and Vice Chair CLW was nominated in his absence for the position of Chair of the LGB in the election to be held in the autumn term 2022. Nominations for the role of Vice Chair would be taken at the September 2022 LGB meeting. • Governor Impact Report The Clerk had provided an example which the Principal would consider when completing the report. • HT performance management panel The Principal informed governors that it was his understanding that the HTPM panel would consist of the Chair of the LGB and the CEO. The clerk would check this with CAT. • NGA 16 Questions for LGB's The NGA questions had been circulated prior to the meeting. Governors considered questions 12-16 <p>MAT governance self-evaluation questions Compliance 12. With policies <i>Our academy committee is clear which policies it is monitoring and how to report any concerns to the trust.</i></p>

	<p>Governors were not certain about which policies they should be monitoring and asked the clerk to check whether there was a list available.</p> <p>13. Safeguarding <i>Our academy committee has a good understanding of its role and responsibilities in ensuring pupils are kept safe and know how to report concerns.</i></p> <p>Governors attend training. The link governor visits school regularly. Safeguarding is regularly discussed at LGB meetings and safeguarding reports are shared.</p> <p>14. Risk <i>Our academy committee understands how our trust manages risk.</i> The QA document outlines the risks to the school and how they are managed.</p> <p>Evaluation and impact</p> <p>15. Self-evaluation <i>The trust ensures we all participate in evaluating our own effectiveness, each year action is taken as a result.</i> A skills audit is carried out. Governor training and development priorities are identified.</p> <p>16. Evaluation of impact <i>Our academy committee's role in governance is valued by both the trust and the school and has a positive impact on pupil outcomes.</i> Resources and training are provided by the Trust. The CEO and CFO attend LGB meetings. The school very much values the contribution of governors.</p>
ACTIONS	<p>Principal to advertise the staff governor vacancy. Principal to complete the Impact Statement. Clerk to check on the composition of the HTPM panel with CAT. Clerk to check whether there is a list of policies which the LGB should be monitoring.</p>

AGENDA ITEM 9	ANY OTHER BUSINESS
Discussion:	There were no items of any other business agreed for discussion at the meeting.

AGENDA ITEM 10	DATE AND TIME OF NEXT MEETINGS
Discussion:	<p>The dates of the LGB meetings for 2022-23 were confirmed as:</p> <p>Autumn 22nd September 2022 3rd November 2022 7th December 2022</p> <p>Spring 12th January 2023 15th February 2023 29th March 2023</p> <p>Summer 4th May 2023 8th June 2023 13th July 2023</p>

Meetings to be held in school and to commence at 5:00 pm.

SJ left the meeting.

The meeting moved to the Part Two agenda.

Signed:

Dated: