

**PART ONE MINUTES  
OF THE LOCAL GOVERNING BODY MEETING – MEETING 2**

<b>Date</b>	<b>Thursday 3<sup>rd</sup> November 2022 5:00pm</b>
<b>Venue:</b>	<b>The School</b>

<b>Attended (Governors):</b>	
Lee Williams (CLW) Simon Cotterill (SC) Julie Griffiths (JG)  Pamela Larner (PL) Paul Deakin (PD) Sarah Jeffery (SJ) Lesley Dalzell (LD) Esther Holden (EH) Ann Hollingsbee (AH) Catherine Williams (CW)	Chair of Governors-arrived at 5:35 pm Principal Co-opted governor-Chaired the meeting until 5:35 pm Co-opted governor Co-opted governor Staff governor-left at the end of part one Co-opted governor Co-opted governor Parent governor Parent governor
<b>Apologies</b>	None
<b>Absent</b> Bridget Wall (BW)	Co-opted governor
<b>Also in attendance</b>	
Steve Ellis Diane Walley Sue Pomeroy	CEO, CAT Academies Finance Manager-left after item 6 Clerk to governors

<b>AGENDA ITEM 1</b>	<b>WELCOME, APOLOGIES FOR ABSENCE (Statutory) AND CONFIRMATION WHETHER MEETING IS QUORATE</b>
<b>Discussion:</b>	The Chair had advised that he would be late joining the meeting. In his absence JG opened the meeting and confirmed that it was quorate. She welcomed the two new parent governors, Ann Hollingsbee and Catherine Williams to their first meeting, along with Steve Ellis and Diane Walley.  There were no apologies to receive. Bridget Wall was not present at the meeting and no apologies were received.

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

<b>AGENDA ITEM 3</b>	<b>PART ONE MINUTES OF MEETING</b>
<b>Discussion:</b>	The Part One minutes of the LGB Meeting held on 22 <sup>nd</sup> September 2022 were agreed as an accurate record of the meeting, signed by the Chair and retained by the school.

<b>DECISION</b>	<b>RESOLVED:</b> That the Part One minutes of the meeting held on 22 <sup>nd</sup> September 2022 be accepted as a true and accurate record.
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<b>AGENDA ITEM 4</b>	<b>REVIEW OUTSTANDING ACTIONS</b>
<b>Discussion:</b>	<p>Governors reviewed the action log and discussed the following matters:</p> <ul style="list-style-type: none"> <li>• Pupils would be invited to attend the December 2022 meeting of the LGB.</li> <li>• An invacuation procedure would be carried out this half term.</li> <li>• JG had circulated a training questionnaire for governors to complete.</li> <li>• Two new parent governors had been appointed and the school would arrange a staff governor election in November 2022.</li> <li>• The impact report would be carried forward.</li> </ul>
<b>DECISION</b>	<b>RESOLVED:</b> It was confirmed that all other actions, not addressed on this agenda, had been met and closed as appropriate.
<b>ACTION:</b>	<ul style="list-style-type: none"> <li>• <b>Governors</b> to complete the training questionnaire.</li> <li>• <b>Principal</b> to arrange an invacuation procedure.</li> <li>• <b>Principal</b> to arrange a staff governor election.</li> </ul>

<b>AGENDA ITEM 5</b>	<b>CEO UPDATE</b>
<b>Discussion</b>	<p>The CEO explained that he regularly attends LGB meetings as part of the process of ensuring good communications between the Trust and the LGB. He provided an update on recent developments with the Trust:</p> <p>Growth of the Trust</p> <ul style="list-style-type: none"> <li>• The Trust currently consists of five schools, two within Cheshire East and two within Cheshire West. The Trust needs to expand to meet the expectations set out in the White Paper (March 2022).</li> <li>• Gayton Primary School on the Wirral is currently going through the TUPE process and is expected to join CAT in January 2023. This is a good school which has already been working closely with the Trust.</li> <li>• An Open Day was held, attended by 15 schools. It was a very positive event and the CEO, Chair of Trust Board and Headteachers gave presentations. It led to conversations with schools about joining the Trust.</li> <li>• The Trust is looking to expand and establish hubs in three areas: Cheshire, Wirral and Knowsley. This will allow for a greater diversity of ideas and innovation. The work the Trust has already carried out with schools in Knowsley has had a significant impact on the direction of the Trust.</li> <li>• Two further schools, one in Cheshire and one on the Wirral, are likely to join by the beginning of the 2023 academic year.</li> <li>• Due diligence has already started with a special school. This school would be an asset to the Trust in terms of specialist knowledge and inclusion.</li> <li>• The Trust currently has only Primary schools.</li> <li>• It is anticipated that the Trust would double or triple in size over the next two to three years.</li> <li>• There are plans to expand the central team to support the needs of the schools as the Trust grows.</li> <li>• The overall aim is to grow the Trust sustainably and create a Trust of like-minded schools. If the Trust does not grow it is likely that it would be asked to merge with, or join, another Trust. CAT is doing a good job and wants to share its offer.</li> </ul> <p><b>Q. Would the Trust take in and support struggling schools and is there a danger of not doing this?</b></p> <p>R. The DfE want trusts to take in struggling schools and CAT would take in a school in special measures and has the capacity to do so. So far, it is good or outstanding schools that have expressed an interest in joining.</p>

	<p>Other developments</p> <ul style="list-style-type: none"> <li>• Payroll has been taken in house.</li> <li>• A new HR system, Civica, has been purchased</li> <li>• A new Trust HQ office has been established at Kelsall. This includes a training space.</li> </ul>
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<b>AGENDA ITEM 6</b>	<b>HR/FINANCIAL/BUSINESS PERFORMANCE</b>
<b>Discussion</b>	<p><b>Business Manager's Report</b></p> <p>Diane Walley presented the Business Manager's Report. She explained that she works closely with the SBMs at the school. She highlighted the following points from the report:</p> <ul style="list-style-type: none"> <li>• The Final outturn for 2021-22(ratified by the auditors) was a surplus of £70,793, which represents an increase of £10,915 since the May 2022 forecast.</li> </ul> <p><i>CLW arrived at 5:35pm.</i></p> <ul style="list-style-type: none"> <li>• The school is looking at a potential deficit position of £46,000 in Year 3 but has time to take mitigating actions to avoid this position.</li> <li>• The school's revenue reserve balance is very healthy. The overall surplus at the end of the year in August 2022 was £300,000. Some of this is in contingency reserves and some in revenue reserves. A deficit (not operational) budget was set and reserves drawn down for the benefit of the school.</li> <li>• The carry forward at the end of this year has reduced due to the in-year deficit.</li> <li>• The school is 1.5 form entry and is aiming to increase pupil numbers. More staff would then be required so reserves are being kept for use in this situation. Pupil numbers are volatile at the school.</li> <li>• There are financial challenges in terms of energy and staffing costs.</li> <li>• It is important the school delivers the budget set for 2022-23. Central support would be offered from the Trust central team to monitor the budget.</li> <li>• The budgets over the next three years are impacted by the increase in staffing costs due to the staff pay awards.</li> </ul> <p><b>Q. What are the reasons for the additional expenditure?</b> R. Staffing costs, premises and IT.</p> <p><b>Q. New housing developments are being built in the local area. Does the school have plans to expand to 2-form entry to accommodate the potential extra pupils?</b> R. The school needs to fill its current places. Physical changes have been made to the building to accommodate extra Reception pupils. However, the school is unlikely to grow significantly in the short-term. Key Stage 2 classes have been split and this will allow for future growth. The school is carrying one teacher and one teaching assistant more than required for the current pupil numbers.</p> <ul style="list-style-type: none"> <li>• There is a predicted deficit of £60,000 in 2023-24 (and this is supported by significant funds from the Nursery). Based on pupil numbers the school is spending £113,000 more than its income. However, the position could change if pupil numbers increase, and additional government funding is received. The situation would be closely monitored, and decisions made in March 2023 based on current information and research.</li> </ul> <p><b>Approval of expenditure under the Scheme of Delegation</b> 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</p>

	There was none to approve at this meeting.  <i>DW left the meeting at 6:00 pm.</i>
<b>ACTION:</b>	

<b>AGENDA ITEM</b>	<b>EDUCATIONAL PERFORMANCE</b>
<b>7</b>	
<b>Discussion</b>	<p><b>Pupil Premium Strategy</b> The Principal provided an update:</p> <ul style="list-style-type: none"> <li>• The Pupil Premium (PP) Report is available on Teams and on the school website.</li> <li>• The impact of the strategy had been reviewed over the past year and a revised plan put in place for the next 12 months.</li> <li>• The DfE template is used for reporting.</li> <li>• All Pupil Premium leads across the Trust would meet this half term to discuss approaches and consider new research.</li> <li>• The funding is spent on staffing, trips, residentials, and support for academic, pastoral, mental health and attendance initiatives.</li> <li>• Attendance of children entitled to PP funding at after school activities is high, and their overall school attendance was good up until the Covid-19 pandemic. There is a difference in attendance rates between disadvantaged pupils and non-disadvantaged children of around 2%.</li> <li>• National figures for attendance are lower since Covid-19 and so the school is now above national.</li> </ul> <p><b>Q. Would Ofsted take the decrease in national attendance rates into account when considering the school's attendance figures?</b> R. This is unclear, but Ofsted would most likely focus on rates of persistent absenteeism (PA). This is where pupils have an attendance record of below 90%. The numbers of PAs has increased since Covid-19.</p> <ul style="list-style-type: none"> <li>• The school has discussed attendance with the CEO.</li> </ul> <p><b>Q. Is there a similar picture across the Trust?</b> R. The other schools in the Trust have a different demographic to Manor Park. Their attendance rates are higher (between 95-96%) but have also dropped since the pandemic.</p> <ul style="list-style-type: none"> <li>• The school does not buy back support from the Local Authority for attendance: it had established an in-house attendance team and approach. The Principal and Deputy meet every day to monitor attendance and carry out home visits if there has been no contact from the parents. They greet children on the playground each morning and so are aware of any children who have not arrived at school.</li> <li>• The school's Pastoral team meet every two weeks and attendance is a standing item on the agenda. Individual cases are discussed.</li> <li>• Letters are sent home if required at half term.</li> <li>• The school is considering whether to pay for Breakfast Club for some children.</li> </ul> <p><b>Q. What is the EEF?</b> R. The Education Endowment Foundation is an independent charity dedicated to breaking the link between family income and educational achievement. The school is required to consider their research when making decisions on how to spend the PP funding.</p> <ul style="list-style-type: none"> <li>• The school must be able to prove the impact of the PP funding. Progress of children entitled to the funding is strong.</li> </ul>

**Q. How do governors know that the money has been well spent?**

R. The aim is for the attendance gap to close and for attainment to rise to match that of non-disadvantaged children. The challenge is to close the attainment gap.

**Q. Would Ofsted request PP information?**

R. Yes, and the school has lots of evidence to present.

The CEO commented that the school must consider whether their approach is working, and if not, be prepared to make changes.

The Principal responded that it is a complicated picture with many factors to consider such as mental health, attachment issues, aspiration and life experiences. The school is working to address all these issues. Dealing with attendance issues takes a considerable amount of leadership time.

**Q. Does the school spend the whole amount?**

R. Yes.

**Q. Is the school pleased overall with the PP strategy and impact?**

R. Yes, but the school is worried about the decrease in attendance and the numbers of PA. The support provided in school for these children is strong, but they will not make progress if they do not attend and access it.

**Q. Is Covid still having an impact on attendance?**

R. No, but some children became accustomed to not attending school and some parents do not want to send their children to school.

**Q. How many pupil's homes have the SLT visited?**

R. Around six. The SLT believe it is important to carry out home visit for safeguarding reasons and to encourage parents to send their children to school. It also sends a strong message to other parents.

**Sports Premium**

The Principal provided an update:

- The school receives around £18,000 in funding.
- There are restrictions on what it can be spent on.
- Sports coaches are used, and staff observe them teaching. This provides valuable CPD.
- After school Clubs are subsidised.
- The OPAL project has been funded. This has been a great success and has transformed play during the 18 months it has been in operation. Other schools have visited to see it in operation.

**Q. Obesity rates in children are increasing. How is this addressed in school?**

R. The School Health service collect information. The school addresses this through the curriculum and by providing active PE lessons and active outdoor play sessions. Dental health is more of an issue at the school than obesity.

**Q. Does the school still do the golden mile every day?**

R. No, it took too much time out of the curriculum. However, the school ensures that playtimes and lunchtimes are active.

**Q. What is the take up of after school clubs amongst disadvantaged children?**

R. It is around 39-40%. More disadvantaged children attend after school clubs. Some disadvantaged children do not have the same opportunities to attend other after school activities. Conversations took place last year with the Knutsford Partnership and this could be improved.

**Q. What evidence does the school have of the impact of the Sports Premium?**

R. Participation in sports events and attendance at after school clubs. The skills of staff have increased due to the use of professional coaches and the school is well-resourced.

**Q. How does the school track the progress of children in PE?**

R. Feedback is given in lessons and teachers will adapt the lesson to meet the needs of the pupils but progress over time is not assessed. Foundation subjects are not assessed in the same depth as core subjects.

**Catch Up Premium**

- The Principal noted that this report was not on Teams, and he would upload it.
- Staff had to complete training to deliver the National Tutoring Programme.
- The funding was used for staffing and targeted to reading and phonics.
- The impact is evident in the improved phonics results.

**Monitoring of Teaching and Learning**

SJ provided an update on curriculum developments:

- A two-year rolling curriculum plan had been instigated to match the split class structure. Music and MFL are taught as discrete subjects. Curriculum Cycle A is published on the school website.
- Learning without Limits (LWL) is now the focus. It involves children becoming more active in their learning. It provides opportunities to revisit topics and instils long-term knowledge.
- LWL is an ethos and a way of teaching. The children take ownership of their learning and know why they are doing things.
- The principles and protocols of LWL have been introduced to the staff and they have been involved in collaborative ways of learning before introducing this to the children.
- The aim is to eradicate passive learners.
- It is a two-year project and the Trust have been very supportive.

**Q. Does it link with the EYFS way of teaching?**

R. Yes, the children take the lead with the learning and develop where it is going. The staff are encouraged to take risks.

**Q. Will it have an impact on behaviour?**

R. Behaviour is already good in school and it has not had a detrimental effect.

**Q. What does planning backwards mean?**

R. The teachers start with the end point and then consider how to get there.

The Principal informed governors that the curriculum is well-planned and that subject leaders are taking ownership of their areas. All subjects are now given the correct proportion of time on the curriculum plan. There has been significant investment in resources and developing middle leaders.

**Q. Have teachers embraced the LWL approach?**

R. Yes, although some were initially more enthusiastic than others. They can see the children employing the strategies in the classroom. The project has been introduced in a very "hands-on" way. All teachers have an appraisal target to deliver LWL to a high level.

**Q. Are the ECTs delivering LWL?**

R. Yes, they are taking it on board.

**Q. How will the school know that the project has been successful?**

R. The children will be able to talk knowledgably about their learning. From January 2023, work will be recorded in one project book for the class, rather than in individual project books.

	<p><b>Q. Is it common practice to have one project book for the class?</b> R. Yes. All schools record in different ways. The school wants to capture the journey of learning.</p> <p><b>Q. Is LWL being adopted across all the Trust schools?</b> R. Yes, all the schools in the Trust are adopting LWL and information is available on the CAT website.</p>
<b>ACTION:</b>	<b>Principal</b> to upload Catch Up Premium Report to Teams.

<b>AGENDA ITEM 8</b>	<b>SCHOOL IMPROVEMENT</b>
<b>Discussion</b>	<ul style="list-style-type: none"> <li>It was noted that the SDP had been covered at the last meeting and that RoV 1 was not yet available.</li> </ul>

<b>AGENDA ITEM 9</b>	<b>COMPLIANCE AND SAFEGUARDING</b>
<b>Discussion</b>	<p><b>Chair's Action</b> There were no actions to report since the last meeting of the LGB.</p> <p><b>Principal's Action</b> There were no actions to report since the last meeting of the LGB.</p> <p><b>Safeguarding</b> The Safeguarding audit had been circulated on Teams prior to the meeting.</p> <p>The Principal highlighted the following matters:</p> <ul style="list-style-type: none"> <li>The CEO had carried out a safeguarding visit yesterday.</li> <li>Some adjustments were required to the Single Central Record (SCR), to meet the requirements of f KCSiE 2022. When the school joined the Trust, it kept its existing system for maintaining the SCR. It would have been preferable to have changed to the trust's system, but this would have been a major piece of work.</li> <li>Three children are at Early Help, five are at Children in Need and four are at Child Protection Level.</li> <li>Safeguarding is a very important aspect of the school's work and takes up a lot of the SLT's time.</li> </ul> <p><b>Q. Who is responsible for maintaining the SCR in the absence of the SBM?</b> R. The SBM from Bexton Primary is providing support to the school for half a day per week.</p> <p><b>Q. Does the school have any Looked After Children?</b> R. Yes, there are two in school.</p> <p><b>Policies</b> The Behaviour Policy is being updated and is bespoke to the school. It would be presented at the next LGB meeting in December 2022.</p> <p>The Principal informed governors that behaviour is good in school. There had been no bullying or racist incidents. High expectations are set which the pupils respond to. Occasionally the rules need to be reinforced.</p> <p><b>Governor Visits Policy</b> A model policy had been circulated on Teams, along with a monitoring schedule. Governors were asked to contact the Principal to arrange monitoring visits. The CEO reminded governors of their strategic role and that they should not focus on operational issues.</p>

<b>ACTION:</b>	<b>Principal</b> to present Behaviour Policy at the December 2022 LGB meeting. <b>Governors</b> to contact the school to arrange monitoring visits.
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AGENDA ITEM 10	GOVERNANCE AND RISK
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<b>Discussion</b>	<p><b>Governor Training</b></p> <ul style="list-style-type: none"> <li>JG had circulated a training questionnaire and requested that all governors complete it.</li> <li>All governors had completed the NGA safeguarding course and had forwarded their certificate to the clerk.</li> <li>JG and CW would complete NSPCC safer recruitment training.</li> </ul> <p><b>Governor Visit Reports</b></p> <ul style="list-style-type: none"> <li>There were none to receive at this meeting.</li> </ul> <p><b>Membership</b></p> <ul style="list-style-type: none"> <li>Two parent governors had been elected since the last meeting of the LGB: Ann Hollingsbee and Catherine Williams 07.10.22-06.10.26</li> <li>There is one vacancy for a co-opted governor. The school had registered on Inspiring Governance.</li> <li>There is one vacancy for a staff governor. The school would run an election to fill this vacancy before the next meeting of the LGB.</li> <li>EH's term of office as a co-opted governor would expire on 16.11.22. The Chair thanked her for her long service as a governor at the school.</li> </ul> <p><b>Update on Headteacher Performance Management Arrangements</b></p> <ul style="list-style-type: none"> <li>The Principal confirmed that his performance management had been carried out.</li> </ul> <p><b>Governor link Roles</b></p> <ul style="list-style-type: none"> <li>Governor link roles are detailed on the monitoring schedule. CW offered to take on the role of GDPR link governor.</li> </ul> <p><b>Governor monitoring programme</b></p> <ul style="list-style-type: none"> <li>The monitoring programme had been shared prior to the meeting on Teams.</li> </ul> <p><b>Governor Impact Report</b></p> <ul style="list-style-type: none"> <li>The Principal and Chair would meet to complete the Impact Report.</li> </ul> <p><b>Director's Report Autumn 2022</b></p> <ul style="list-style-type: none"> <li>The clerk highlighted the following items to governors:</li> <li>2.2, 3.1, 3.4, 3.5</li> </ul>
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<b>ACTIONS</b>	<b>Governors</b> to complete training questionnaire. <b>School</b> to run staff governor election. <b>JG and CW</b> to complete NSPCC safer recruitment training. <b>Principal and Chair</b> to meet to complete the Impact Report.
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AGENDA ITEM 11	ANY OTHER BUSINESS
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<b>Discussion:</b>	There were no items of any other business agreed for discussion at the meeting.
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<b>AGENDA ITEM 12</b>	<b>DATE AND TIME OF NEXT MEETINGS</b>
<b>Discussion:</b>	<p>The date and time of the next meeting was confirmed as:</p> <p>Wednesday 7<sup>th</sup> December 2022 5:00 pm</p>

*SJ left the meeting.*

The meeting moved to the Part Two agenda.

Signed: .....

Dated: .....