

Minutes of the meeting of the Local Governing Body

Date: 27th September 2021

Venue: Great Sankey Primary School

Time: 5:13pm – 7:02pm

The meeting was quorate.

Present		
PA	Peter Astley	Co-opted Governor
VB	Vicky Briggs	Ex-Officio
JC	John Carlin <i>arrived at 5:31pm</i>	Co-opted Governor
LK	Leanne Keavey	Co-opted Governor
PM	Phil McEwan (Chair)	Co-opted Governor
TT	Toby Tyas	Co-opted Governor
JH	Jane Hardman	Co-opted Governor
JG	James Gartland	Parent governor
In Attendance		
CHP	Claire Howarth-Platt	Clerk
LW	Lisa Wilding	Head of School
JW	Jayne Wrangles <i>left at 6:34pm</i>	Senior Leader: Early Years, Personal Development and Mental Health
NW	Nia Williams <i>left at 6:34pm</i>	Senior Leader: SENDco and Inclusion Lead
TG	Tom Gawne <i>left at 6:34pm</i>	Assistant Headteacher

Papers circulated prior to the meeting		
<ul style="list-style-type: none"> Behaviour Report Sept20 – Sept 21 Safeguarding Statement TCAT Leadership and Staffing Chart 21-22 	<ul style="list-style-type: none"> Assessment Schedule 21-22 Class Tree Names 21-22 Events Calendar 21-22 GSP Vision Holiday List 21-22 TCAT Year Calendar 21-22 Values 21-22 	<ul style="list-style-type: none"> Subject Leader Audit and Action Plan 21-22 Subject Leader Pack 21-22
<ul style="list-style-type: none"> KCSIE 21 Summary of Key Changes Staff handout changes in KCSIE 21 GSP Safeguarding Monthly Report Private Fostering – 7 minute briefing Private Fostering Letter to Headteachers Safeguarding Leaflet 21 Safeguarding Team 21-22 	<ul style="list-style-type: none"> Academies Financial Handbook Governance Handbook TCAT LGB Terms of Reference 	<ul style="list-style-type: none"> GSP PAP 21-23 GSP SES 20-21 TCAT PAP Primary GSP

<ul style="list-style-type: none"> • Staff code of Conduct for use of Zoom at GSP • Sept 21 Covid-19 Risk Assessment • TCAT Coronavirus Outbreak Management Plan for GSP 	<ul style="list-style-type: none"> • Assessment Data Sheet Trust GSP • Summer 21 Data Overview 	<ul style="list-style-type: none"> • RSE Policy Sep 21 • Safeguarding and Child Protection Policy 21
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PART ONE – NON CONFIDENTIAL

The Meeting opened at 5:13pm

MINUTES	
1	<p>Welcome The Chair opened the meeting and welcomed all attendees.</p>
2	<p>Absence and apologies Apologies were received from Sarah Leah and Mark Davies. John Carlin had confirmed he would join the meeting late due to a training commitment.</p> <p>Resolved: Governors accepted the apologies.</p>
3	<p>Declaration of personal interests for any item on this agenda and completion of annual pecuniary interest forms</p> <p>There were no declarations of interest declared for items on this agenda. Governors were reminded of the need to complete an annual pecuniary interest form. It was confirmed that this could be completed on GovernorHub.</p> <p>Action: All governors to complete their declaration of interests using the disclosure section on GovernorHub.</p>
5	<p>Chair’s emergency decisions There were no Chair’s emergency decisions to report.</p>
6	<p>Items for any other business There were no items for any other business.</p>
7	<p>Governing body membership There were two vacancies on the board.</p> <p>Governors agreed to discuss governing body membership under item 10.</p>
8	<p>Previous FGB minutes, matters arising and action log</p> <p>a) Minutes of the meeting held 14th July 2021 The minutes had not been made available to governors following the last meeting.</p> <p>Action: Retrieve a copy of the minutes from the previous clerk. Action: Add the approval of the minutes of the meeting held 14th July 2021 to the next LGB agenda.</p> <p>b) Action Log of the meeting held 14th July 2021</p>

	<p>The Action log of the meeting held 14th July 2021 was not available prior to or during the meeting.</p> <p>Action: The Chair to review the actions and clarify post meeting that all had been completed.</p>
9	<p>Terms of Reference</p> <ul style="list-style-type: none"> • Governors noted that the Academies Financial Handbook had become the Academy Trust Handbook. • Governors need to ensure that they are familiar with the contents of the handbook. <p>Question: A governor commented that it was difficult to navigate between attachments on GovernorHub and enquired about the possibility of putting documents into a single PDF document or embedding the items into the agenda.</p> <p>Answer: VB advised that under normal circumstances the papers are numbered for ease of reference, but due to the Ofsted visit it had not been possible to do this in time for this meeting. VB assured governors that for future meetings file names will be made clearer but that it would not be possible to put all papers into one PDF file.</p> <ul style="list-style-type: none"> • Terms of Reference from the Trust remained the same. • The appendices to the Terms of Reference feature information for Local Governing Bodies. • VB had amended LGB agendas to make the focus of the meeting clear, in line with TCAT terms of reference.
10	<p>Election of Vice Chair & link governor roles</p> <ul style="list-style-type: none"> • There were two co-opted governor vacancies on the board at the time of the meeting. • Will Chapman was invited to attend the meeting as a potential candidate for one of the vacancies but was not able to attend the meeting. • Jane Hardman was introduced to the board as a candidate for one of the vacancies. • JH introduced herself and highlighted her experience working in education and as a headteacher. • JH left the room at 5:22pm. • Governors discussed JH as a candidate. • VB explained that appointing JH to the board would further enhance the Governing body by introducing an educational specialist. <p>Resolved: Governors voted to appoint Jane Hardman as a Co-opted Governor for a four-year term of office.</p> <ul style="list-style-type: none"> • JH returned to the room at 5:26pm. • All present introduced themselves and provided an overview of their background for JH. • There remained one vacancy on the Governing Body for a Co-opted Governor. • VB suggested that consideration be given to the outcome of the skills audit when considering candidates to fill the vacancy. <p>a) Election of Vice Chair</p> <ul style="list-style-type: none"> • The Chair invited nominations for the role of Vice-Chair from LGB.

	<ul style="list-style-type: none"> • There were no nominations during the meeting. • The Chair confirmed that he would discuss the role with Governors outside of the meeting to resolve the matter. <p>Action: PM to discuss the role of Vice-Chair with governors following the meeting. Action: Add the election of the Vice-Chair role to the next LGB agenda.</p> <p>b) Link Governor Roles</p> <ul style="list-style-type: none"> • VB suggested that Governors complete the Skills Audit before reviewing the role allocations. • Governors discussed the Link Governor Roles to ensure that there was an individual to take leadership responsibility for the school’s Safeguarding arrangements and that a member of the board continued to have oversight of the arrangements for SEND, in line with the guidance in the Governance Handbook. • LK and MD would continue to monitor SEND provision. • PM would continue to monitor Safeguarding arrangements. • TT would continue to oversee Health & Safety following Andrew Bent leaving the board. <p>Resolved: Governors agreed to review the skill set of governors following the audit before reallocating the link governor roles.</p> <p>Action: Add Link Governor roles to the next LGB meeting agenda.</p> <p><i>VB left the meeting at 5:30pm and returned at 5:31pm.</i></p>
11	<p>Governor Code of Conduct</p> <p>The NGA model code of conduct was supplied to Governors for review and approval during the meeting.</p> <ul style="list-style-type: none"> • Governors noted that the NGA model code of conduct had been used by the board over the last two years. • A small number of statements within the document had been altered where they related to documents that had since changed. • The model code of conduct was linked to the Nolan principles of public life. • The Trust recommend the use of the NGA code of conduct. • VB would format the code of conduct to match Great Sankey Primary documentation. <p><i>JH left the meeting at 5:33 to attend to a phone call.</i></p> <p>Resolved: Governors agreed to adopt the model NGA code of conduct.</p> <p>Action: VB to format the code of conduct to match Great Sankey Primary School documentation. Action: Add a code of conduct declaration to GovernorHub for governors to confirm their acceptance. Action: Governors to confirm their acceptance of the code of conduct via GovernorHub.</p> <p><i>JH returned to the meeting at 5:34pm.</i></p>
12	<p>Review & confirm academy’s vision and values statement</p> <ul style="list-style-type: none"> • Governors were asked whether Ofsted inspectors had asked about the Vision and Values Statement.

	<ul style="list-style-type: none"> • Governors confirmed that the Vision and Values statement was not specifically asked about but aspects of it were discussed. • The three priorities of the vision are that: children are safe, happy and they learn. • These priorities are developed and aligned to the TCAT vision in the document that had been sent to governors. • The Vision was tested during the Ofsted inspection and was right for the school. <p>Question: A governor asked whether there had been any changes to the Vision and Values statement.</p> <p>Answer: There had not been any changes.</p> <p>Resolved: Governors agreed to adopt the Vision and Values statement.</p>
13	<p>Approve Scorecard & PAP (Education)</p> <ul style="list-style-type: none"> • Two documents had been provided to governors: the PAP from the end of last year so that governors could take note of the reviewed document. • There were some objectives from the previous year’s PAP that had continued into the 2021-2022 year. • The action plan had changed minimally following some of the recommendations from Ofsted. • The PAP is a two-year working document. • Highlighted had been worked on. • Key areas included the continuing phase 3 curriculum implementation. • The curriculum focus is on Modern Foreign Languages (MFL), Art, Design and Music. • Governors noted that the subject areas were strong but required further development. • The assessment of foundation subjects was also for review in the 2021-2022 academic year. • Key areas for standards were Maths, Early Years and the new framework. • The refresher for the Basic Skills Award was due to take place – this takes place to ensure that standards are maintained and that the Covid Gap is narrowed. <p>Question: A governor queried whether anything in the PAP had changed following Ofsted inspection.</p> <p>Answer: It was confirmed that it had. MFL had previously been identified as a target for development but had been given more of a focus in the revised PAP. VB explained that MFL is the school’s weakest subject. The previous scheme of work was not working and had been replaced with an online scheme which better supported staff, it needed time to embed. Further work would take place during this academic year with Martine McCutchen who is the MFL lead practitioner across the Trust. MC had been working at secondary level within the Trust and would be looking at the primary phase next. Governors noted that the gap between primary and secondary for MFL is large, and that numbers nationally of students choosing to continue MFL studies including at undergraduate level has been dropping. There were gaps in the children’s MFL learning and that needed to be explored further.</p> <p>Question: A governor queried what programme was being used within school.</p> <p>Answer: Language Angels. Many schools are in a similar position with MFL teaching, as the curriculum has changed but the schemes of work had not. A key issue is pronunciation as the children were transitioning to high school with incorrect pronunciation. The new scheme has pronunciation teaching built in.</p>

Training for staff had been scheduled.

It was confirmed for Governors that due diligence on the programme had been undertaken. Having reviewed the website, a free trial of the programme was undertaken in the summer term. Staff that trialled the programme provided feedback to SLT. Unfortunately, the school had been unable to book the training for the start of term.

Question: A governor queried what had influenced the choice of language to teach.

Answer: Staff skillset: historically staff had received training in French. Feeder secondary schools also influenced the decision.

Governors noted that the knowledge and skillset required of primary school teachers is substantial for every subject and that specialist support is sometimes required. VB commented that the team may investigate bringing a language specialist on board; this would not be PPA cover, instead teaching staff would be part of the lessons to build sustainability into MFL teaching.

Other conversations had taken place around the teaching of languages. Some primary schools teach using an "A Year About..." model; however, it was felt that this would not provide the depth of learning required.

Question: A governor questioned whether teaching Latin had been considered.

Answer: The school had contemplated delivering Latin, because it would support the understanding of the etymology of language; however, the teacher who had been very interested in the area had left the school.

Question: A governor queried the impact of the increase of EAL students on the PAP.

Answer: There were 8 pupils from Hong Kong in the school at the time of the meeting. This had changed the dynamics in Key Stage 2. Rachel Kerridge was providing intervention with the children, which offered the children time together. There was a language gap and the issue should be reviewed at wider authority level, as Penketh and the South Side of Warrington were seeing large increases in the number of pupils from Hong Kong. Discussion within the community around providing support for English had been happening. There were members of the community that had offered support.

Question: A governor questioned whether the introduction of pupils from Hong Kong provided a teaching opportunity around the situation in the region.

Answer: It is something that had been raised in upper Key Stage 2 and it is important that the children understand the situation. It would be an ideal assembly. It is very positive to have children of different ethnicities within the school.

Question: Governors commented that the PAP is a great document, which provided a lot of information and questioned how governors should review the actions. It was suggested that governors could be divided into three working groups each with a focus on one area of the PAP.

Answer: The governor Link roles would provide opportunity to review actions. The document could also be RAG rated. Staff could also be invited to present progress on the PAP to governors.

- A governor suggested that aligning governors to the actions based on their skill set would be useful.
- Governors commented that they did not want to create more or unnecessary work and would look at the link roles on the Board and consider allocating aspects of the PAP.

	<ul style="list-style-type: none"> • VB confirmed that the document is Quality Assured at Trust level. • In the section about governance the targets are similar to the last PAP: induction and governor roles. • The Chair confirmed that it was necessary for governors to complete the skills audit. • It was suggested that a strategy meeting should be arranged to review some of the issues around link roles and the PAP. <p>Governors were asked to indicate a good time for a strategy meeting. Governors offered a twilight session, on a Thursday evening.</p> <p>Action: Chair to arrange a suitable date for a twilight strategy meeting. Action: Chair to confirm governor availability for Safeguarding training. Action: VB to add page numbers to the PAP.</p> <p>Resolved: Governors approved the PAP.</p>
14	<p>Governor Skills Audit</p> <p>Governors noted that the NGA skills audit had recently been updated and had been used effectively by the LGB at Penketh High.</p> <p>Action: JC to email the NGA skills audit to all Governors. Action: All governors to complete the skills audit.</p>
15	<p>Quality of Education</p> <p>VB provided a verbal update for governors with a formal headteacher’s report available at the next LGB meeting. The School Evaluation summarises where the school are up to.</p> <p><i>Return to school</i></p> <ul style="list-style-type: none"> • On return to school in September, bubbles had been removed and routines had started to be put back into place. • Children had not been used to a lot of the usual routines for example having lunch together; consequently, these have all had to be reintroduced. • Standards of behaviour had been high. • Prefects had been reintroduced and interviews had been completed during the week prior to the meeting. • Play buddies had been trained • Reading buddies had been trained. • The School Council had been reintroduced and was running again. • The TCAT parliament had been reintroduced and was running again. • Wider enrichment and development was being reintroduced. • Standards of curriculum had remained. The children had been assessed in the summer term teaching staff therefore had a good indication of the level the children were working at. • Curriculum delivery had started. • The whole school topic was underway during the Ofsted inspection. There had been a positive start to the year in all aspects for the school. <p><i>Staffing</i></p> <ul style="list-style-type: none"> • Staff had returned to school refreshed and energised. • There was positivity amongst the team.

- Staff responded well to the Ofsted inspection.
- After school clubs were proceeding there had been an unprecedented number of requests for children to join clubs.
- Choir practice had started.
- Parents had attended school twice during the week preceding the meeting, during those visits the choir had performed.

Catch-up

TC provided a verbal update for governors.

- Governors had been updated during the summer regarding catch-up interventions.
- The assessment data was available which focussed on the impact of interventions. The document would be placed on the school website.
- The impact of interventions cannot be considered in isolation.
- First quality teaching and wider enrichment also contributed to gains.

KS1: A Teaching Assistant (TA) worked across Years 1 and 2 to focus on intervention. This was predominantly class based. The data from Year 1: 95% reached age related expectations (ARE) or above. With 98% at ARE for Spelling, Punctuation and Grammar.

Year 2: It was a difficult year for year 2: they were not invited back into school (during lockdown) when year 1 came back. There were some concerns with their data and school were considering bringing in a tutor to support those pupils during year 3.

Year 3: In maths 13 children were identified for catch-up intervention from baseline assessments and staff discussions: 10 of those children met targets, many reaching ARE. The 3 children who did not meet targets were close to doing so and needed some more support this term.

Reading: 14 children were identified for catch-up intervention; 11 met ARE and targets by the end of the year.

Spelling, Punctuation and Grammar: 6 children were identified for catch-up intervention, 4 met ARE. Those that didn't meet their targets had still made good progress, the interventions had made a positive impact, but it had not been enough to secure ARE.

Year 4: In maths 17 children were identified for catch-up intervention: 14 secured ARE and their targets. Two of the pupils that did not reach ARE were going through SEND referrals. Progress scores within year 4 were good; however, required further monitoring this year. Historically they have been weaker academically as a cohort, so their attainment and progress is promising. Within the year 11% of students have SEND and 15% are in receipt of pupil premium funding.

Year 5: In maths 12 children were identified for catch-up intervention: 11 met ARE and targets for end of the year.

There had been a few concerns raised when monitoring year 5 in particular around grammar; teachers are supporting pupils.

Reading: 6 children were identified for catch-up intervention: all identified children met ARE and targets.

Spelling, punctuation and grammar: 6 children were identified for catch-up intervention: all identified children had good progress scores.

Year 6: There was a dedicated TA across the two classes (year 5/6 and year 6 classes) who worked alongside class teachers and in class and was available for most children.

Reading and Writing: 80% achieved ARE+

Maths: 67% achieved ARE+

Spelling, Punctuation and Grammar: 87% achieved ARE+

The maths score showed a significant drop as historically the percentage achieving ARE is over 80%.

During 2020 the pupils spent March to July without learning new knowledge, as guidance had been to revisit existing learning, this meant that pupils in year 6 missed a lot of new learning.

Teachers were continuing to work hard to fill those gaps.

Question: A governor commented that the progress pupils had made was excellent and queried what could be done in the event of any further lockdowns to prevent such issues.

Answer: The school is in a different position now: Natalie Butterworth works closely with teachers so that interventions are not detached, NB plans alongside teaching staff so pupils receive the same content as the class but delivered in a bespoke way.

The guidance provided during the initial lockdown was for schools not to deliver new knowledge and just revisit prior learning. During the 2020-2021 year the guidance changed and schools were advised to teach in line with the normal school curriculum. Were lockdown to occur again the school would follow that guidance and teach in-line with normal school curriculum online.

Question: A governor commented that the numbers of pupils identified for interventions were consistently around 12-15 pupils and questioned why this might be and what factors the school had identified as having an impact.

Answer: School had considered different factors and had reviewed the pupil premium cohorts. There was some correlation to disadvantage; however how children were supported at home also had an impact on progress. Children identified for interventions had come from across the cohorts and were not limited to those known to be disadvantaged.

The numbers of identified pupils were similar however the groups across the subject areas were different, further to that the groups were also fluid. Therefore, the group of pupils could change depending on what aspect of the content was being taught.

The needs of the pupils were not solely academic some pupils were struggling with confidence.

Question: A governor questioned whether groups of pupils had been identified for catch-up intervention for the current academic year.

Answer: Baseline assessments had been completed. Some pupils had carried forwards from the 2020-2021 academic year, some pupils had been identified in the first few weeks of this academic year, but the groups may change.

Question: A governor sought to clarify that pupils were being identified formatively.

Answer: This was confirmed, the school were not waiting for formal assessments. Friday is purposely left free for children who had been identified during that week as needing additional support.

Governors noted that intervention is not just delivered by NB, as teachers were also explicitly teaching all parts of the sessions.

Early Years

JW provided a verbal update for governors.

Current Year 1

- The end of EYFS results were very positive. Parents were very supportive with home-schooling. School provided a variety of at home activities during the lockdown.
- The children engaged well and a lot of them returned to the school building when they were able to.

- The pupils have progressed well, the teachers in the Year 1 and Year 1/2 classes have an Early Years background and have been able to arrange their classroom and teaching to support the pupils effectively.

Current Early Years

- The children coming into Early Years had settled well; however, the school had noticed the impact of Covid-19. There was an unprecedented number of children entering Nursery still in nappies, and high numbers of children entering both Nursery and Reception using dummies.
- The children, because of Covid-19 restrictions, had spent a lot of time at home with parents and consequently could verbalise well, but were not used to spending time with peers and were not used to sharing or sitting in a group.
- There were 32 children in Reception that had moved up from the attached nursery, and there was an observable difference in development when compared to those who had remained at home during the previous academic year.
- Ordinarily the children would be split into four groups; however, there were 8 other children who needed a lot of one-to-one intervention.
- Some children had missed or experienced a delay to their two-year check. As a result, parents had approached the school with concerns that their child may be autistic.
- Covid-19 had a significant impact on the Nursery, with a need for nappy changing facilities and nappy bins. There were only two members of staff in the nursery. When a child needs to be changed two members of staff should go and change the child together, so the school was having to back fill to ensure that children were not left unattended.

Question: A governor sought to clarify whether this was part of a longer ongoing trend.

Answer: It was confirmed that children entering Early Years with issues such as still wearing nappies, had been seen before; however, the impact this academic year had been bigger.

Previously school would have advised that a child would not be able to enter Early Years if the child was not trained, but that is no longer the rule. Conversations were being held with parents about the issue.

Question: Governors questioned whether these issues are being seen in other schools.

Answer: This was confirmed.

Question: Governors questioned whether there was anything that school could put in place in preparation for the 2022-2023 cohort.

Answer: Clarification of expectations in this regard forms part of transition arrangements. Last academic year the transition was completed remotely, and this may have impacted. Matters such as these are parenting issues. Staff were being advised to hold conversations with parents about expectations because these matters needed to be dealt with by the parents.

Exceptions were necessary, and would be made, for those children with additional medical needs.

Question: A governor sought to clarify how many children were in nappies.

Answer: There were 6 children in the Nursery.

- There had been a noticeable effect on those children with English as an Additional Language (EAL) in Reception and Nursery of being at home and not having the opportunity to speak English.

- School had to spent circa £300 on a changing station as a larger table was required which could accommodate a 40kg weight so there was also a financial impact related to this issue.
- Overall, the children had settled well.
- The school were at full capacity in Reception.

SEND

NW provided a verbal update for governors.

- 8.5% of the pupil population were on the SEND register.
- Numbers were changing regularly with the Census due to take place on the Monday following the meeting.
- There were 5 children in school with Autism which is higher than the national average.
- There were three children scheduled for EHCP reviews, which were in place for mid-year. School was working with parents, the Local Authority and teachers.
- There had been a significant increase in communication, speech and language needs. Some of the demand had been identified by parents who had picked up on issues during Lockdown.
- There were 20 referrals completed during the 2020-2021 year, with a large number diagnosed by doctors.
- Diagnosis resulted in a requirement for increased hours of support: Julie Pearson is working hard however, there are not enough hours in the week to support all of the children with plans.
- A significant number of referrals had been accepted by the panel which would increase the number of children with ADHD and Autism Spectrum Conditions (ASC).
- A lot of pupils had returned to school with anger management difficulties, bereavement and anxiety, pupils were working with a counsellor.
- There had been changes made to classrooms focussed on the needs of pupils with ASC for example reducing clutter, removing hanging items, introducing visual timetables and utilising muted colours.
- This was still a work in progress with a need to bring more things in line and soften the edges.
- Monitoring schedules were in place.
- Profiles were in place for every child and the transition from summer to September had been smooth for SEND children.
- A lot of handover had taken place, IEPs were in the process of being completed.
- EHCP reviews would take place in November and December.
- There was a lot of external support and training and critical friend questioning ongoing.
- NW would begin the SENCO qualification in December, which is a 12-month course.
- A lot of support from Warrington LA had been received.

Question: A governor questioned how SEND children had responded to the changes in routine related to accessing tutoring.

Answer: As the teacher delivering the tutoring was a member of staff that was familiar to the children it was less disruptive. In upper key stage 2 the teacher worked across the whole class. Some of the pupils with ASC are high performing and didn't necessarily need to access tutoring and intervention.

	<p>Question: A governor sought to clarify further regarding the small group of children that didn't make their targets who had been identified as SEND.</p> <p>Answer: There were 5 SEND pupils that did not make their target. There was one child in year 4 who may receive a diagnosis of ADHD, if parents were to choose medication for that child, that may have an impact on their learning.</p> <p>Governors thanked JW, NW and TG for their reports.</p> <p><i>JW, NW and TG left the meeting at 6:34pm</i></p>
16	<p>Issue safeguarding training and KCSIE 2021</p> <ul style="list-style-type: none"> • A date was needed for Safeguarding Training for governors. • Keeping Children Safe in Education 2021 (KCSIE) had been sent out to governors. • Governors would be assigned a login for the TCAT Hays platform which covered KCSIE 2021 and through which confirmation that governors had read KCSIE could be recorded. • Governors would be provided with TCAT emails and given access to the TCAT learning platform. <p>Action: All governors to complete the training on the Hays platform. Action: Agree a date for governor safeguarding training.</p>
17	<p>Link Governor Feedback on Quality of Education, Vulnerable groups and personal development.</p> <p>There were no link governor reports to receive.</p>
18	<p>Assessment arrangements</p> <p>Warrington LA would be managing the assessment arrangements for the 2021-2022 year. All assessments would be returning:</p> <ul style="list-style-type: none"> • Early Years Foundation Stage Profile • Phonics Screening Check in year 1 • End of Key Stage 1 National Curriculum Assessments (SATS) in year 2 • Multiplication in year 4 • End of Key Stage 2 National Curriculum Assessments in year 6.
19	<p>Policies</p> <p>a) RSE Policy</p> <p>Question: Governors queried whether there had been any changes to the policy following Tim Long's training.</p> <p>Answer: There had not been any changes, the policy was already aligned and had been out to consultation with parents during the 2020-2021 year.</p> <p>Resolved: Governors agreed to adopt the RSE Policy.</p> <p>b) Safeguarding and Child Protection Policy</p> <p>There had been a small number of changes to the policy inline with the KCSIE 2021 changes these were predominantly around peer-to-peer sexual harassment, online safety and DBS checks.</p>

	<p>Resolved: Governors agreed to adopt the updated Safeguarding and Child Protection Policy.</p> <p>c) Behaviour The behaviour and bullying policy had been updated to reflect the KCSIE 2021 changes.</p> <p>Resolved: Governors agreed to adopt the updated Behaviour and Bullying Policies.</p> <p>There were some new TCAT policies that were due to be passed by the Trust board.</p> <p>There would be a new Menopause policy which would affect of number of staff.</p> <p>Question: A governor questioned whether this should be a Trust level policy Answer: VB confirmed that she felt that it should be a Trust policy and would raise it at Trust level.</p> <p>There was a policy from the NEU which had been aligned to the school’s attendance policy.</p> <p>Action: VB and PM to review the policies.</p>
20	<p>Governor training</p> <ul style="list-style-type: none"> • Emails regarding governor training opportunities had been sent out to the Board. • The TCAT Chair of Governors training had been missed due to the Ofsted inspection. • There would be a further two TCAT Chair of governor training dates during the year. • PM confirmed that he would share any other training dates that are sent through.
21	<p>Future meeting dates</p> <p>The next meeting of the LGB was scheduled for Monday 13th December. The Clerk confirmed a scheduling conflict on that date and requested the board consider whether they would prefer, to reschedule the meeting or arrangements to be made for an alternative clerk to take the minutes. Governors agreed to maintain the date as scheduled and accept an alternative clerk for the meeting if necessary.</p> <p>Resolved: The next meeting of the LGB would be held Monday 13th December at 5pm</p>
22	<p>Any other business</p> <p>The Board recognised the achievements of Lisa Wilding and Vicky Briggs. Congratulations were extended to LW on achieving the NPQH. Congratulations were extended to VB on achieving the NPQL.</p>

Part one of the meeting ended at 6:04pm

Action Log

Agenda Item	Action	Owner	Deadline
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3. Declaration of personal interests for any item on this agenda and completion of annual pecuniary interest forms	All governors to complete their declaration of interests using the disclosure section on GovernorHub.	LGB	ASAP
4. Previous FGB minutes, matters arising and action log	Retrieve a copy of the minutes from the previous clerk.	CHP	ASAP
4. Previous FGB minutes, matters arising and action log	Add the approval of the minutes of the meeting held 14 th July 2021 to the next LGB agenda	CHP	By next LGB meeting
4. Previous FGB minutes, matters arising and action log	Chair to review the actions and clarify post meeting that all of have been completed.	PM	ASAP
10. Election of Vice Chair & link governor roles	PM to discuss the role of Vice-Chair with governors following the meeting.	PM	By next LGB meeting
10. Election of Vice Chair & link governor roles	Add the election of the Vice-Chair role to the next LGB agenda	CHP	By next LGB meeting
10. Election of Vice Chair & link governor roles	Add Link Governor roles to the next LGB agenda.	CHP	By next LGB meeting
11. Governor Code of Conduct	VB to format the code of conduct to match Great Sankey Primary School documentation.	VB	ASAP
11. Governor Code of Conduct	Add a code of conduct declaration to GovernorHub for governors to confirm their acceptance.	VB	ASAP
11. Governor Code of Conduct	Governors to confirm their acceptance of the code of conduct via GovernorHub.	LGB	ASAP
13 Approve Scorecard & PAP (Education)	Chair to arrange a suitable date for a twilight strategy meeting.	PM	ASAP
13 Approve Scorecard & PAP (Education)	Chair to confirm governor availability for Safeguarding training.	PM	ASAP
13 Approve Scorecard & PAP (Education)	VB to add page numbers to the PAP	VB	By next LGB meeting
14 Governor Skills Audit	JC to email the NGA skills audit to all Governors.	JC	By next LGB meeting
14 Governor Skills Audit	All governors to complete the skills audit.	LGB	By next LGB meeting
16 Issue safeguarding training and KCSIE 2021	All governors to complete the training on the Hays platform.	LGB	By next LGB meeting

16 Issue safeguarding training and KCSIE 2021	Agree a date for governor safeguarding training.	PM VB	ASAP
19 Policies	Policies to be reviewed	VB PM	By next LGB meeting



THE CHALLENGE ACADEMY TRUST

