



Minutes of the meeting of the full governing body

Date: 7th February 2022

Time: 5.05pm – 6:32pm

Venue: Great Sankey Primary School

Governors		
PA	Peter Astley	Co-opted Governor, Vice Chair
VB	Vicky Briggs	Headteacher
JMC	John Carlin	Co-opted Governor
WC	Will Chapman	Co-opted Governor
JG	James Gartland	Parent Governor
JH	Jane Hardman	Co-opted Governor
LKY	Leanne Keavey <i>joined at 5:21pm</i>	Co-opted Governor
SL	Sarah Leah	Staff Governor
PM	Phil McEwan	Chair , Co-opted Governor
TTs	Toby Tyas	Co-opted Governor
Attendees		
LW	Lisa Wilding	Head of School
TG	Tom Gawne	Assistant Headteacher
CHP	Claire Howarth-Platt	Clerk

Documents Circulated in Advance of the meeting

Minutes of the meeting held 13th December 2021
 Pupil Premium Strategy and Review
 Peer to Peer Review Report
 End of Summer term predictions
 Autumn Overview: NFER SATs data 1-6
 Scorecard
 Priority Action Plan

The meeting was quorate (4)

The meeting opened at 5:05pm

1	Welcome PM opened the meeting and welcomed all in attendance.
2	Absence and apologies Apologies had been received from Mark Davies. Resolved: Governors consented to the absence.
3	Declaration of personal interests for any item on this agenda There were no declarations of personal interest for any item on this agenda.
5	Chair's emergency decisions There were no Chair's emergency decisions to report.

6	<p>Items for any other business VB Admissions PA Communications</p>
7	<p>Governance</p> <p>a) Membership</p> <ul style="list-style-type: none"> • The Board had no vacancies. • There were no governor terms of office due to end within this academic year. <p>b) Link visit Reports</p> <ul style="list-style-type: none"> • JMC had been preparing to attend a review in school; however, this had been rescheduled due to high levels of absence in EYFS and Key Stage 1. • PA had attended a school trip and to observe the rugby. • A visit to meet with the management team would be arranged. • JH had undertaken a monitoring visit with TG as the English lead. • A book scrutiny was undertaken and progress could be seen in the books. TG had a strong knowledge of the children, and the visit was positive. <p>Action: JH to complete the visit form available on GovernorHub. Action: CHP to share the relevant Link Governor folders on GovernorHub.</p> <p>c) Training</p> <ul style="list-style-type: none"> • A Chairs’ briefing had been delivered by TCAT. • A Governors Seminar had been held by TCAT on the 3rd February. • PA had attended the seminar and advised that it had been a useful and interesting event. • JH had completed Finance training. • VB advised that following the briefing a seminar TCAT will be offering further training for governors. • Andy Moorcroft and VB are making relevant documents more accessible and will be annotating and adding Loom presentations to relevant pieces of training and documents. • Chairs had requested induction support: a checklist had been shared and there would be a new document that would link training options for new governors. <p>Governors requested whether a notice would be sent to governors when the information was live. All governor information and training would be going through GovernorHub and that would be the go-to resource for all governors. The only exception was the safeguarding training which was delivered through Hays and governors would be directed to that.</p> <p>PM commented that a safeguarding update for governors needed to be arranged. VB confirmed that the safeguarding audit had been completed and once the report was through a pre or post meeting safeguarding training session for governors could be arranged.</p>
8	<p>Previous FGB minutes, matters arising and action log a) Minutes of the meeting held 13th December 2021.</p>

	<p>Resolved: Governors accepted the minutes as an accurate record of the meeting held on the 13th December 2021.</p> <p>b) Action Log of the meeting held 13th December 2021. Governors reviewed the actions of the last meeting in turn</p> <p><i>All governors to complete the skills audit.</i> Most governors had returned the completed skills audit. Action: LKY to return the skills audit.</p> <p><i>All governors to complete the Safeguarding/KCSIE training on the Hays platform.</i> Some governors had not completed the training. Action: Ben Logan to send the link out for the Safeguarding training. Action: Any governors yet to complete the training to do so.</p> <p><i>Agree a date for governor safeguarding training.</i> Resolved: Safeguarding training to take place at 4:30pm on the 28th March, with the LGB meeting to begin at 5pm.</p>
9	<p>Curriculum</p> <p>a) Agree the curriculum model for 2022-2023 The curriculum was reviewed annually to ensure that it remained relevant and appropriate for pupils. There were no planned changes to the curriculum.</p> <p>Governors noted that the Ofsted report had highlighted foundation subjects in particular Modern Foreign Languages (MFL) as an area for further consideration and queried whether there had been any thought given to changes to the curriculum for foundation subjects. Changes had been planned prior to the inspection; the coverage of the curriculum is in place; and further upskilling of staff was required. A two-week approach was being undertaken. A change that was under consideration as a result of working with Martine was to being the teaching of MFL in Early Years and Key Stage 1.</p> <p>b) Agree the staffing structure for 2022-2023</p> <ul style="list-style-type: none"> • There had been a change to the structure of staffing in the office. • There were two members of the office staff retiring. • A scoping exercise had been undertaken with TCAT to review need and the need for growth across the primary academies. • When the post is advertised, it will be for an individual with finance and office management skills to act as a business manager. <p>Governors questioned when the position would be advertised. The advert would be out after the half term break, for a September start.</p>
10	<p>Quality of Education Review <i>Governors discussed item 10b prior to item 10a.</i></p> <p>a) Pupil Premium report TG provided an overview for governors.</p>

- The Pupil Premium strategy is published annually and provided detail on how the school would use the funding.
- The required format of the plan had changed.
- It was a statutory responsibility to have the strategy on the website by the end of the Autumn Term.
- The school had produced a three-year strategy, which had also been linked in with catch-up funding.
- The catch-up funding was around £5800, and was targeted for disadvantaged pupils, but could be used to benefit pupils more widely with catch-up.
- There was greater emphasis on research and impact with the pupil premium strategy, which provided reassurance that the chosen initiatives were tried and tested.

Governors questioned where the research informing the strategy had come from.

The school used Education Endowment Foundation (EEF) research which is readily available online, along with research from the Sutton Trust.

Each action was linked to the research on the strategy document.

- There were 41 children in receipt of pupil premium.
- 11% of those pupils had SEND.
- The intention was that every child should be given every opportunity to reach their full potential which would be achieved by:
 - Staff taking the time to understand barriers to learning,
 - Through quality first teaching,
 - An ambitious curriculum,
 - Planned interventions,
 - Regular retrieval practice,
 - And wider support.

Key areas for spending

- CPD for staff to focus on quality first teaching in the classroom.
- Investment in coaching to bring improvements in teaching and learning.
- Additional Teaching Assistant (TA) support for key groups and the delivery of catch-up tutoring.
- Speech and language support in EYFS and Key Stage 1.
- A specialist maths teacher programme.
- Resources to support home learning.
- A mental health and wellbeing programme for pupils to access.

Governors questioned whether the school were aware of Cultural Capital knowledge gaps that existed for pupils, and what events and trips were being considered.

Trips that students experienced outside of school had been reviewed in the past and the information used to inform changes to the residential trips planned, such as the introduction of a city break to provide opportunity for children to experience a city. There were a number of experiences that pupils may not have had such as visiting a British beach.

The planned trips from Reception through to year 6 had been mapped out as there had been too much focus on museums.

Trips would be planned to incorporate a variety of locations, to include science and make use of local resources.

Governors questioned further whether an analysis had been undertaken at a curriculum level to establish whether there were topics delivered, that students could not access as a result of cultural experiences.

This had been completed: some of the deficit related to local knowledge and awareness of the local area: this had been hampered by the disruptions to the curriculum delivery as a result of COVID-19.

The local area is considered first when planning curriculum.

Governors commented that students had experienced significant disruption over the last two years, highlighting the 30,000 word gap by age 3, which was very difficult to overcome.

Governors had noted that vocabulary was not explored in the section relating to literacy and reading and queried what the strategy to support vocabulary development was.

Vocabulary is part of the strategic plan and is being developed across the school.

Staff had undertaken training over the last three years and vocabulary was a priority across school planning.

Assessments were completed when children joined the school in nursery and reception: where there were gaps interventions would be introduced. During reading sessions, vocabulary was introduced before a text was read.

Governors noted that some pupils had not experienced a British beach or a farm visit and queried whether this was a growing trend and how far the school could guide parents to enriching and beneficial experiences for pupils.

There were a number of factors impacting on students experiences of the local area. School ensured that the curriculum was rich and offered as wide a breadth of experiences as possible.

Communications

Governors discussed school to home communications:

- Governors commented that pupils enjoyed school trips and were very engaged., but that following a recent school trip some parents had commented negatively via WhatsApp about the trip and the venue.
- The school avoided engaging in discussions between parents on platforms such as WhatsApp.
- The school promoted the local area wherever possible and shared events whenever local organisers sent information.
- Governors suggested that there could be a better way of utilising social media to promote school activities.
- **Governors queried whether the Trust could contribute to proactively utilising communications to market school activities and to overcome of the negativity on WhatsApp.**
- VB advised that the school were using social media and the newsletter.
- Parents were regularly asked to provide their feedback through surveys and results were positive.

Governors challenged the use of surveys to gauge parental feeling, commenting that whilst the results were positive from respondents, those who felt more negatively had a space through WhatsApp to share and spread their thoughts without contest.

VB advised that the school did address the issues through speaking and working with parents.

	<ul style="list-style-type: none"> • Governors commented that the new information management system Arbor included a parent app that could be used to push notifications with a newsfeed to promote positive stories. • VB clarified that there needed to be balance, as parents should not be overwhelmed with notifications. • Communications was under constant consideration and school were careful not to overwhelm parents. <p>Governors questioned whether there was any input from the Trust with regarding to communications and social media use.</p> <p>There was a communications strategy; however, school to home communications was not a significant task: the school had a newsletter and key bulletin letters issued in between editions of the newsletter.</p> <p>There may be individual letters at a class level and all staff had a twitter feed, along with the whole school twitter feed that SLT managed.</p> <ul style="list-style-type: none"> • It was suggested that governors should review the Twitter feed. • Parents were accessing Twitter and the feed was linked to the school website so that all families could see the updates. • Governors suggested that a review of the number of followers may be useful. • Governors suggested that external advisors for communications may also be of benefit to the Trust as a whole. • A communications review could bring up some issues for the organisation to address. • VB reiterated that the WhatsApp comments were not a particular cause for concern. • Thanks were extended to the staff that the recent school trip. <p>Action: A working party to be formed to review school to home communications.</p> <p>b) SEND report <i>LKY joined the meeting at 5:21pm</i></p> <ul style="list-style-type: none"> • The SEND report was positive, with SEND provision a strength. • SEND was a priority within school. • The reviewer spent a lot of time looking at interventions, talking with pupils and staff and evaluation Nia Williams as a SEND leader. • Actions were agreed collaboratively and were linked to the school action plan and priorities. • There was a need to communicate more clearly to parents that NW is the SENCO. <p>Governors questioned how the actions would be monitored.</p> <p>The actions were all part of the action plan and would be reviewed internally they would also form the starting base of the next review.</p> <p>Governors questioned whether the reviewers attend other schools.</p> <p>This was confirmed, they attend schools across the authority.</p>
11	<p>Review Progress of Vulnerable Groups</p> <ul style="list-style-type: none"> a) End of summer predictions 2022 b) End of Autumn term overview

LW presented to the Board.

- There were two overview reports: the end of Autumn 2021 results and an overview of predicted targets.
- EYFS and Year 1 data was based on teacher assessment.
- Year 2 – Year 5 data was based on NFER tests and teacher assessment.
- Year 6 had completed the 2017 SATs paper.
- Data was accurate to the final week of Autumn: pupil progress meetings had taken place during the week of this meeting.
- The school were using the Fischer Family Trust (FFT) pupil tracker.

Governors questioned whether all of the data could be input to the FFT tracker.

This was confirmed there is a curriculum tracker and the option to create a personalised assessment.

- The FFT tracker had produced some good reports.
- EYFS data was lower, predominantly due to COVID-19 related issues.
- There were 12 nursery and Reception children undertaking talk boost interventions.
- Academic aspects of the EYFS curriculum were also being pushed forward as pupils were not at the usual standard on entry.
- The prediction for Reception pupils was 70% Good Level of Development (GLD), this was ambitious but was lower than a typical year. Ordinarily the figures would be above 80%, but this was in line with the national picture.
- COVID-19 lockdowns had had significant impact on younger children.

Governors enquired whether progress had been made with the children that required toilet training.

There were two children still in nappies but most were now trained.

Governors queried whether the predictions for the next few years were likely to be similar.

There may be continued impact for a few years, particularly as nursery data was not as positive as usual. This was reflective of the national picture.

- There was progress in some areas: reading was still good across the school.
- The data for Year 1 pupils was more positive.

Governors queried whether the predictions were from FFT.

There were no FFT predictions for Year 1.

This was the first year of FFT predictions for the Year 4 pupils: data was submitted for the cohort in 2020 when they were in Year 2.

- The NFER tests provide a snapshot of progress on the day.
- The NFER tests were Autumn tests and do not test the whole of that year's curriculum.
- Year 6 had been tested on a full paper and may therefore be tested on units that have not been taught. The scores reflect this.
- Extra intervention was in place for maths.
- There may be an impact on results for Greater depth students.
- All year 6 pupils access an hour tuition every Tuesday evening, they are taught in small groups with a focus on maths.

	<ul style="list-style-type: none"> • The writing score at the end of term was 35%. <p>Governors sought to clarify whether there were any concerns at this point. There were not. Support was being provided to children on the border for achieving expected standard in maths. A TA worked across both year 6 classes to provide intensive support. Natalie Green was in school providing tuition. SLT undertook check ins to offer support and challenge for teachers.</p> <ul style="list-style-type: none"> • Governors noted that FFT predictions did not take into account the impact of COVID-19. • Under typical circumstances the school would aim for FFT20 or FFT5 and that would be a challenge. • Reading is within the FFT50 but the others were outside that and very ambitious. • The government had announced adaptations for GCSE and A Level exams but had not announced any adaptations for the primary standardised tests. • The priority was to ensure that the children were ready to move on to secondary education. • In Spring teachers would produce reports about each of the children, confirming their progress and whether they are on track. • An issue to note was the impact of English as an Additional Language. (EAL) • Resources were being sourced to support those children with EAL. • The quality of education is good. • The data is promising and the teaching exceptional. <p>Governors queried whether there were any areas of concern. Maths remained under review. Resources including tuition and specialist TA were in place. Staff absence due to COVID-19 had impacted on interventions.</p> <p>Governors sought clarification on the FFT target for year 6. Reading was on target for FFT50. Writing and Maths were around 10-20% away from the targets. FFT5 had not been considered. Reading is a strength for the school. The FFT for writing was much higher than reading.</p>
12	<p>Link Governor Feedback</p> <ul style="list-style-type: none"> a) Quality of Education b) Vulnerable Groups c) Personal Development <p>This had been discussed earlier in the meeting, a visit would be scheduled.</p>
13	<p>Scorecard and PAP (Education) Review</p> <ul style="list-style-type: none"> a) Scorecard <ul style="list-style-type: none"> • The Scorecard had been updated following the Ofsted inspection and was aligned with the report and the Priority Action Plan (PAP). • The scorecard would continue to be refined; it is a working document. • There were some red sections that had not been addressed. • Amber sections were in implementation phase.

	<p>Governors sought further information regarding the implementation of the Trust Diversity CPD programme.</p> <p>This was underway. There had been a session with the TCAT leadership teams. As a result that would be implemented at a school level so that staff can also be privy to those messages.</p> <p>b) PAP</p> <p>The PAP was not discussed separately.</p>
14	<p>Feedback from Skills Audit</p> <p>Results of the skills audit were being collated; however, some were still outstanding. The audit was positive and a review of training needs could be undertaken once all forms were completed.</p> <p>Action: Feedback from skills audit to be added to the agenda of the next LGB meeting.</p>
15	<p>Review Progress against LGB Objectives</p> <p>New targets had been agreed during the Autumn term but had not been recorded. The following were recommended:</p> <p>To merge the first two objectives within the scorecard:</p> <p><i>Collaboration: to work jointly to ensure that governance demonstrates a strategic role and direction in the development of GSP and Challenge and support: to maintain the high quality standards and progress in learning, teaching and assessment consistently across core subjects, with a particular focus on greater depth at writing, maths and reading.</i></p> <ol style="list-style-type: none"> 1. Work jointly to ensure the strategic development of Great Sankey Primary school. 2. To undertake a skills audit and training needs analysis for the Board. 3. To develop link governor roles and increase visibility of those roles. <p>Resolved: Governors approved the updated LGB objectives as outlined.</p> <p>Governors agreed that progress against the objectives had been made as follows:</p> <ul style="list-style-type: none"> • Link roles had been established • The skills audit had been issued and was being completed by all governors. • Governors were asking challenging questions of the headteacher and SLT. <p>Action: Update the LGB objectives in the scorecard.</p>
16	<p>Future meeting dates</p> <p>The next meeting of the LGB was agreed for Monday 28th March 2022 at 5pm with a safeguarding session at 4:30pm in advance of that meeting.</p>
17	<p>Any other business</p> <p><i>Communications</i> had been discussed earlier in the agenda.</p> <p><i>Admissions</i></p> <p>Two governors were required to review and agreed admissions before the 25th February.</p> <p>Action: VB to agree a date with JH and LKY.</p> <p><i>General Updates</i></p>

	<ul style="list-style-type: none"> • A child would be joining the school in Year 1. • The family are refugees. • There is an identified SEN need for the child. • LW would be meeting with the LA to discuss and identify needs. <ul style="list-style-type: none"> • Lesley McAllister to discuss school travel developments. • The New PCSO is proactive and engaged and would be looking into what can be done for road safety. • The PCSO would be looking into whether the school could put cones out on the road at pick up and drop off times.
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Part one of the meeting closed at 6:25pm

Action Log

Agenda Item	Action	Owner	Due Date
7b	JH to complete the visit form available on GovernorHub.	JH	
7b	CHP to share the relevant Link Governor folders on GovernorHub.	CHP	
8b.	LKY to return the skills audit	LKY	ASAP
8b.	Ben Logan to send the link out for the Safeguarding training.	BL VB	ASAP
8b.	Any governors yet to complete the training to do so.	All Governors	By next FGB meeting
10a.	A working party to be formed to review school to home communications	PM	
14	Feedback from skills audit to be added to the agenda of the next LGB meeting.	CHP	By next FGB meeting
15	Update the LGB objectives in the scorecard.	CHP	By next FGB meeting
17	VB to agree a date to review admissions with JH and LKY.	VB	By 25 th February